The General Education Board Archives
Series I: Appropriations
Subseries 1: The Early Southern Program

Distributed on microfilm by:
Scholarly Resources Inc.
104 Greenhill Avenue
Wilmington, DE 19805-1897

Distributed outside the USA

in Japan by:
Far Eastern Booksellers
P.O. Box 72
Kanda, Tokyo 101-91, JAPAN

in Taiwan by:
Transmission Books & Microforms Company Ltd.
P.O. Box 96–337
Taipei, TAIWAN, R.O.C.

Date of publication:
August 1993

Guide:
The microfilm edition is accompanied by a guide entitled *General Education Board: The Early Southern Program: Guide to the Microfilm Edition*, Scholarly Resources, 1993.

Location of original material:
This documentary collection is located at the Rockefeller Archive Center, North Tarrytown, New York.

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Citation:
Researchers citing this microfilm edition should use the following format:

The General Education Board Archives. Series I: Appropriations; Subseries 1: The Early Southern Program. [File No.]: [File Name]. Roll [No.], Frame [No.]. (New York, NY: Rockefeller University, 1993. Distributed by Scholarly Resources Inc.).

Technical data
Producing laboratories: AlphaSystems, Huntingdon Valley, Pennsylvania
Format: 159 rolls of positive 35mm silver halide microfilm
Reduction ratio: 14:1
SR product number: S3298

File No.: NC 37
File Name: *North Carolina College for Women (1902–1929)*
Formerly North Carolina State Normal and Industrial College. Folders relate to practice teaching.

Roll	Frame	Folder	Roll Contents
85	0003	946	1902–1919
	0124	947	1920–1929

File No.: NC 39
File Name: *Winston–Salem Teachers College (1902–1940)*
Formerly Slater State Normal and Industrial School. Folders relate to equipment, buildings, improvements, and current expenses. Correspondents include N. C. Newbold. Folder 950 contains reports.

Roll	Frame	Folder	Roll Contents
85	0217	948	1902–1917
	0339	949	1918–1940
	0447	950	Reports

File No.: NC 71
File Name: *Elizabeth City State Teachers College (1902–1928)*

Roll	Frame	Folder	Roll Contents
85	0540	951	1902–1905
	0621	952	1916–1928

File Nos.: NC 81, 81a, and 81.1–81.5
File Name: *University of North Carolina (1902–1956)*
Folders relate to bibliographies, instructional materials in social science, books, teachers' salaries, forest genetics, science research and equipment, survey of fisheries, Institute for Research in Social Science, population studies, contingent fund, studies, sourcebook in regional resources, assistantships, workshops, conferences, university press, practice teaching, summer school, School of Public Health, nursing, agricultural research, Institute of Experimental Statistics, visiting professors, plant science, agricultural economics, consolidation of North Carolina State College of Agriculture and Engineering, and The Woman's College. Correspondents include Howard Odum, Gordon Gray, Edgar Knight, Frank Graham, Carl White, Frank Venable, and Louis R. Wilson. Folders 958–959 contain reports and pamphlets. Folders 960–961 relate to the Professor of Secondary Education. Correspondents include Edward K. Graham. Folders 962–965 contain reports. Folder 966 relates to research in science. Folders 967–968 relate to the Library School. Folder 969 contains reports. Folder 970 relates to reorganization study. Folder 971 contains reports. Folder 972 relates to reorganization study and social science course. Folder 973 relates to summer school. Folder 974 relates to the seminar on teaching sociology and economics.

Roll	Frame	Folder	Roll Contents
85	0682	953	1902–1917
	0781	954	1920–1927
	0916	955	1928–1939
	1030	956	1940–1946
	1138	957	1947–1956
THIS ROLL → 86	0003	958–959	Reports and Pamphlets
	0343	960	1905–1913

	0436	961	1914–1926
	0539	962	Reports
	0644	963	Reports
	0761	964	Reports
	0891	965	Reports
	0980	966	1921–1929
	1136	967	1927–1929
87	0003	968	1930–1947
	0100	969	Reports
	0185	970	1933–1936
	0228	971	Reports
	0448	972	1935–1936
	0466	973	1935–1936
	0520	974	1936–1937

File No.: NC 82
File Name: *State Agent for Secondary Education (1919–1926)*
See also NC 215, 236. Folder 976 contains reports.

Roll	Frame	Folder	Roll Contents
87	0577	975	1919–1926
	0599	976	Reports

File No.: NC 103
File Name: *North Carolina State College of Agriculture and Engineering (1937–1953)*
Folders relate to agricultural research, salaries, equipment, and special studies.

Roll	Frame	Folder	Roll Contents
87	0691	977	1937–1948
	0775	978	1950
	0866	979	1951–1953

File No.: NC 121
File Name: *St. Augustine's College (1903–1958)*
Folders relate to current expenses, permanent improvements, buildings and equipment, teachers' salaries, model farm, and the American Church Institute. Correspondents include Robert Patton. Folder 983 contains reports and pamphlets.

Roll	Frame	Folder	Roll Contents
87	1008	980	1903–1923
	1103	981	1924–1927
88	0003	982	1928–1958
	0105	983	Reports and Pamphlets

File No.: NC 132
File Name: *Atlantic Christian College (1903–1952)*

Roll	Frame	Folder	Roll Contents
88	0265	984	1903–1952

The University Serves

Address by

E. C. Branson
Rural Economics and Sociology
University of North Carolina

to the

Guilford Alumni of the
U.N.C.

The Guilford County Alumni

The University Serves

E. C. Branson
Rural Economics and Sociology, University of North Carolina

Your Alma Mater, your foster mother, the University of North Carolina, has a local habitation in Chapel Hill, a charming little mid-state village. It is indeed a small place, but it was large enough so long as the University was content to hold to the original meaning of its name. In the beginning the word referred to scholarship merely, to universal knowledge. And so the early university everywhere took all learning for its province—to borrow a phrase of Plato. It became a reservoir of understanding, where students with all their getting might perchance get wisdom. It represented or tried to represent the funded wisdom of mankind. In its teachings it essayed to utter the last word in every field of learning; to bring every subject exactly up to date; to dower students with the whole race of wisdom; to hurry them safely along the perilous ways of race development; to save them fruitless efforts and painful mistakes; to keep them from pitching their tents in the graveyard of dead experiments; to bring them into possession of their inheritance as heirs of all the ages; and to enable them in their various careers to begin even-Stephen, as the boys say, with the world's best thought.

Here was a great and noble ideal. It projected civilization far along its onward way; and no university worthy of the name will

dare to lay it aside. But so long as a university aimed to be merely a repository or reservoir of universal learning, it was possible to house it within the walls of a ten-acre quadrangle. It can now be found so housed in cloistered seclusion in many an old world country. Learning all compact calls for little space. A five-foot shelf holds the Encyclopedia Brittannica. The learning in one small head may be just as wonderful now as in Goldsmith's day. The end of a log was space enough for Garfield's university. A little grove sheltered Plato's academy. And Dante's hood, says Lowell, covered all that was Italy six hundred years ago.

Larger space and greater equipment were demanded when universities here and there began to be centers of research activity and technical engineering of every sort.

But the space demanded by a university, as President Graham conceives it, is every inch of the state it is set up to serve. Under his leadership, we think of a university as something more than a place where all learning is conserved and the boundaries of knowledge widened by faithful research. A real university must always perform these two functions, but it also must be an agency for the propagation of knowledge. Or better still, we are coming to think of our University as a great central power station, with a great system of transmission lines, with relay and reënforcing stations here and there, and with terminal receivers, transmitters, and transformers everywhere.

Manifestly a university of this sort cannot be shut in by the walls of a campus or the limits of a village or of a city however large. Once upon a time we were content to say The

University knows, and it is at Chapel Hill. Now we are proud to say The University serves, and it is in North Carolina—everywhere in North Carolina where men and women stand in need of it. I Serve is the motto of your University, and it has a far nobler meaning than it ever had on the shield or in the life of any Prince of Wales. It serves not as the aristocratic patron of a people, but as the ready instrument of a democracy to the full extent of its willingness to equip it, support it, and use it for all the purposes of commonwealth building.

A university informed by such a purpose is significant in several ways.

1. The Social and Civic Mind

In the first place, it distinctly sets social mindedness above private mindedness as an ideal university aim. It seeks to relate personal culture to social and civic efficiency. It directly trains students in the concerns and details of competent citizenship. It develops a genuine, generous interest in the home community and the mother state. It moves beyond the old-time ideals of egoistic, culturistic education.

More and more our students are ceasing to ask, How far will my university education project me along my own particular way in life? How much will it contribute to satisfy my personal ambition to acquire wealth, or challenge applause, or win high public office? How much bigger will my career be, or how much more will I get out of life because of university culture?

More and more frequently we hear things like this among university students: "Yes,

I am going home to vote, because I want to help the very best men in Alamance to get into office. I know who they are, and I don't care a continental what party they belong to. More than that, I am taking every course in this University that I think has anything to do with making me a well informed, good citizen. I intend to be the best farmer and the best citizen Alamance county ever had, if such a thing is possible."

I am quoting the words of a faithful, earnest student overheard by chance in a crowd at the village postoffice at mail time. He has the civic and social mind. And there are others—many others, increasingly so day by day. How could it be otherwise within the radius of Graham's quiet, penetrating influence?

2. Social Knowledge for Community Service

In the second place, your university is immensely enriching the content of university culture. In the olden days, we were accustomed to think that the further away a thing was in time or space the better worth studying it was. As a consequence most students knew much more about the glory that was Greece and the grandeur that was Rome than they knew about the resources, advantages, achievements, and possibilities of the home country or the home state. Many a college graduate could tell you instantly on which side of the Hellespont Abydos was, who could not for the life of him tell on which side of his bread the butter was. Of the economic and social forces, influences, tendencies, drifts and movements that were making or marring the destiny of the community or state in which he lived, his knowledge was practically nil. Direct reality studies of this

sort had no place in college curriculums. They were an unconsidered source of vital culture.

The college authorities of those days took little or no thought of the actual problems and puzzles of a work-a-day world. The student's preparation for life was very like Mark Twain's ascent of Mount Blanc. He did not go up, you may remember; he occupied himself with a telescope watching other people go up. He claimed a diploma in mountain climbing by proxy. He did not get it, and he affected great disgust thereat. I fared better than Mark Twain. I distinctly remember getting a diploma for similar telescopic work done in college not so many years ago. I climbed no mountains of reality. I diligently viewed such climbing through field glasses at long range. What I studied was words, words, words. Of life itself I learned little beyond what the boys themselves taught me as I ran the gauntlet of college experiences. I went to school and the boys taught me, said Emerson. I studied books, and I did not know a thing, said Thoreau. And so it was with many of us in the earlier days.

In contrast, think of the field experiences of five university men in the country-home survey of a Carolina county during four months of last year. I said to one of these students, What have you learned? Enough to think about all the rest of my life, he replied. As a matter of fact he was steeping his brain in the stuff that life itself is made of. He was fingering the raw material out of which democracies are built.

Your University is giving more and more attention to the political and social sciences. All these subjects have come into college curriculums in very recent years, agricultural eco-

nomics and rural sociology being the very last to find a place. Ten years ago, not a dozen colleges in America were giving courses in these two subjects. Today they are offered in 40 state-supported universities and land-grant colleges, in 29 colleges and universities otherwise supported, and in 30 state normal schools.

And for a long time the political and social sciences in college courses were barely more than formal, abstract subjects without direct applicancy to present-day problems and puzzles. The method was telescopic rather than microscopic. As commonly taught these subjects had no direct relation to the pressing problems of the near-here-and-now in human affairs. Today field investigations in economics, civics, and sociology are as common as field surveys in mineralogy or geology.

In the University of North Carolina, for instance, nearly 200 economic and social problems of state-wide importance have been threshed out by students during the last three years. In each study the state has been compared with all the rest and ranked accordingly; each county has been compared with all the rest in the state and ranked accordingly; and the results subjected to a search for causes, consequences, and remedies.

Sampson County: Economic and Social is the title of a 65-page bulletin with twelve chapters prepared for publication by the Sampson County Club at the University. Sixty-seven such county bulletins have been prepared so far. They are all based on the files of laboratory studies of state-wide conditions and problems. The Sampson County Bulletin, by the way, has been published by the Sampson

County people and the others are ready for publication as soon as the various counties arrange for their issue.

We think that the important questions that challenge the intelligence of tax assessors, county commissioners, school board members, town councilmen, mayors, public health officers, commercial club secretaries, city engineers, legislators, and social service workers are all proper concerns of a college curriculum; and they are all moving into a large place at your University where ample preparation for competent citizenship and effective public service is an inspiring ideal. These are the questions that call insistently for competent knowledge, and that cry aloud every minute of every day and night for effective solution in North Carolina. These are the subjects on which faithful laboratory work is being done at the University.

3. Serving Beyond College Walls

In the third place, this ideal calls for active, statewide extension service. During the last two years 5,426 people all over the State have been helped by the University Bureau of Public Information; under the stimulus of the Debating Union, 2300 young debaters in 94 counties, have reached a total audience of 175,000 people; the Correspondence School is offering 40 courses to ambitious students who cannot get to the University; the Teachers' Bureau has answered 600 letters calling for help in securing positions; three important conferences have been held at the University—the Good Roads Institute, the Country-Life Institute, and the Newspaper Institute; the Summer School has taught 1783 teachers from 95 counties;

two Travelling Medical Schools have served 185 practicing physicians in 12 counties; 350 public lectures have been delivered by various members of the faculty; 10 University Record Bulletins have been put into circulation; 8 magazines and journals have been published at regular intervals; and 9,000 copies of the University *News Letter* have carried a weekly message to the people of the State from their University.

Maximum Service and Minimum Cost

So much for a thumb-nail sketch of University activities in service to the people beyond campus walls. One faculty member with a stenographer gives full time to Extension Bureau work. As for the rest, their share in this state-wide field service is just so much added to their regular university tasks, and not one of them all, so far as I know, receives a single cent of compensation for the enormous extra burden he willingly and gladly assumes.

Is it too much to call these men devoted sons of the University and faithful servants of the State? I dare to say that no other University ever did extension work of such volume, character, and value, upon so slender a portion of the tax payers' dollar in any state or country of the world. But in North Carolina the workers do this work joyously under the leadership and with the sympathetic fellowship of Edward Kidder Graham, the president of your University.

Many of these men are sadly overworked. They are chained like Ixion to his wheel by the pressing details of daily routine. Productive vitally is lowered by excessive drudgeries. Last year our Bureau Chief was forced away to

fight for his life for ten months in the Adirondacks. Surely the State can afford to give these faithful servants all the stenographic and clerical help they need.

The Extension Bureau of the University of Wisconsin is supported by more than $300,000 a year. The clerks and stenographers alone receive some $20,000 a year, to look after the sheer drudgeries of it. The total expense of stenographers in the University of North Carolina as a whole is less than $2500 a year; in Wisconsin it is around $80,000 a year.

The hard fact is that the people of North Carolina do not support their University adequately. Actually and relatively our State appropriation is small—too small; so small in comparison with that of other States than the contrasts are startling.

For instance, our University plant is valued at $1,154,000; in Wisconsin the university properties are valued at $7,403,000.

In North Carolina the legislature gives its University $115,000 for maintenance;* in Wisconsin the legislative appropriation is $1,736,000, or sixteen times as much.

In North Carolina 8 per cent of the total State fund devoted to public education goes to the University; in Wisconsin 25 per cent of it goes to the University.

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* The Legislature of 1917 increased its appropriation for University support from $115,000 to $165,000 a year for two years, and gave $100,000 a year for five years for buildings and equipments. These are handsome increases. They are the greatest increases and the largest support the University of North Carolina has ever received from the Legislature. They are not yet equal to the support that the universities of the West receive, but they indicate enlarging popular confidence in the value of this institution to the Commonwealth.

In North Carolina the yearly burden of University cost averages six and a fifth cents per inhabitant; in Wisconsin it is 70 cents per inhabitant.

In North Carolina a man with $1000 worth of property on the tax books surrenders just 18 cents to support the University; but in Wisconsin 53 cents. And in North Carolina only a third of the white population pay taxes on property and two-fifths of the tax payers have less than $500 on the tax books. If a man owns as much as $500 worth of taxable property he contributes just 9 cents a year to support the University. So much and no more. It is less than the cost of a moving picture ticket! Beyond all question the University yoke is easy and the burden light upon the tax payers of North Carolina.

The University is rapidly winning a larger place in the esteem of the people of the State. But the time has come for them to open their purses to it with greater liberality. Surely not much longer will the University be compelled to live upon Ben Franklin's sawdust pudding. By long odds the University president with the largest vision in the South is Edward Kidder Graham, and surely he will not be compelled to eat his heart out in vain for lack of adequate support by the people he serves. Does North Carolina value him enough to give him ample means with which to realize his dreams of a greater University, housed, equipped and officered for the largest possible service to the people? It is an important question, and the people of this State ought to be asking it now with earnestness in good time—soon rather than too late.

4. Dependence Upon Her Sons

And finally, the University, as President Graham conceives it, is dependent upon her sons—some thirty thousand of them, all told, counting graduates and undergraduates now living in North Carolina. They are in every county of the State and in almost every community of every county. The state-wide service the University is striving to render, it must render through them, and most largely through them.

Recalling the figure with which I began, I remind you that the University at Chapel Hill is a central power plant, the lines of communication are the various forms of extension service, the alumni associations here and there are relay and reënforcing stations, and the widely scattered graduates and undergraduates are or may be terminal receivers, transmitters and transformers.

Our alumni can keep in sensitive contact with the developing ideals of the University. They can share in its enlarging purposes, and many times over multiply the value of its activities afield. In the days of young manhood they knocked at her doors, and they were opened. They asked for her treasures and her treasures were given in the full measure of their asking. Freely they have received and freely they can give to their various communities not only what they garnered at the University in their college days, but also what they can now receive, if only they will keep the transmission lines busy. They can be a vital part of the University today, as terminal receivers and transmitters, and they must be if the University really reaches and serves all the people of the State.

On almost every trip I make afield some aforetime University man says to me, "I graduated in the class of '85, say, or I was at the University in naughty-three; but I don't know much about the institution now-a-days; have been to busy to keep in touch with it. No, I haven't read Graham's report; I believe a copy came to my desk but I haven't had time to read it." And so on and on.

What an almighty pity it is for any son of the University or any citizen of the State to miss the inspiration of Graham's reports!

There are too many transmission lines down in our University mutual telephone service. Central is calling and too often calling in vain.

But also I have been made to feel that the men who are most actively interested in the University and most loyal to their Alma Mater are also the men who are most apt to have a genuine interest in their home communities. They are leaders in every worthy public enterprise. They are the men who are making this dirty little spot in space that men call earth a cleaner, safer, happier place for human habitation. They are transformers as well as transmitters of gracious influences.

George Bernard Shaw said to a London audience the other day, The fundamental business of public men is to keep this old world operating upon the highest possible level and climbing to higher ones.

But this is also the fundamental business of a University—its sole business; and this is the vital message with which the transmission lines of your University are vibrant these days. This is the essential ideal end and aim of the University that is growing under the hand of Edward Kidder Graham. You, and all of you,

the whole State over are critically necessary to the University that would serve all the people of the State all the time everywhere.

What I am trying to say is that the 66 people who are busy day by day in the lecture rooms and laboratories of the University on the Hill can reach only small audiences occasionally with printed pages and public addresses; but that her 30,000 sons and daughters are in contact with two and a third million people daily in every nook and corner of the State. What the University can never do directly she can do mediately, through you, easily and effectively.

It is the ages-old problem of redemption through mediation—the everlasting problem of vicarious service and, it may be, vicarious sacrifice of ease and comfort, time and money on your part in devotion to the noble ideals of your Alma Mater.

And so your Alma Mater calls her sons into service, just where they stand, each group in its own home county, and asks them to prepare for competent citizenship and effective public leadership in all the commonplace details of our developing democracy. So she calls them, and we have the faith to believe that she nowhere calls in vain.

~~RDC~~
NC-81

THE TRUSTEES AND FACULTIES OF THE
CONSOLIDATED UNIVERSITY OF NORTH CAROLINA
REQUEST THE HONOR OF YOUR PRESENCE
AT THE FOLLOWING EXERCISES

Sunday, October Eighth

At the Woman's College in Greensboro

11:00 a.m. Inaugural Sermon—Aycock Auditorium
12:30 p.m. Informal Luncheon
3:00 p.m. General Convocation—Aycock Auditorium
6:00 p.m. Informal Dinner

Monday, October Ninth

At the University in Chapel Hill

10:00 a.m. General Convocation—Memorial Hall
12:30 p.m. Informal Luncheon
3:00 p.m. General Convocation—Memorial Hall
6:30 p.m. Dinner for Delegates and Guests
8:30 p.m. Planetarium Performance
8:30 p.m. Reception for Delegates and Guests

RDC will attend

~~Formal Dress~~ for Dinner + Reception

Tuesday, October Tenth

At State College in Raleigh

10:30 ~~p.m.~~ a.m. Installation Ceremonies
The William Neal Reynolds Coliseum
12:30 p.m. Buffet Luncheon

Card mailed 9/15 to Mr. Plemmons

The North Carolina Scheme of Rural Development

E. C. Branson, Kenan Professor of Rural Social Science, University of North Carolina

I am not meaning to be impertinent when I say to the Local Community Section of the National Social Work Conference that the welfare problems of forty-four million people in the United States are not industrial and urban, but agricultural and rural. The multitudes that dwell in the vast open spaces of America beyond our city gates have not yet had their day in court. These country multitudes have problems that are of pressing national importance, and they must be fully considered at some early day if we are to keep our town and country civilizations in sane, safe balance. There is no more important problem than that in any land or country. It may not be amiss, therefore, to fix the attention of this conference for a little while upon the country end of our national life.

Our Countryside Social Problems

I have been asked to present to you the North Carolina scheme of rural development. The phrasing of my subject is not my own, which gives you a chance to acquit me, if you will, of what a Cracker friend at home calls "toploftical assumacy."

North Carolina is a rural state, like all the rest in the cotton and tobacco belts of the South. Our industrial bread-winners are a larger portion of the entire population, than in any other Southern state, but in 1910 they were only 133,000 all told, or less than one-seventh of the total number of persons engaged in gainful occupations, and more than half of these live under rural conditions in mill villages of fewer than 2,500 inhabitants. Our welfare problems are, therefore, mainly rural. Which means that for two and a half centuries we have been unaware of social ills and unconcerned about them; or so until our present governor, Thomas W. Bickett, in epoch-making fashion, focused public thought upon their superlative importance.

Nearly exactly four of every five people in North Carolina are dwellers in the open country, outside towns and villages of any sort or size whatsoever, only eight families to the square mile the state over, both races counted. And they dwell not in farm groups or communities as in the old world countries, but in solitary, widely scattered farm homes, fewer than four families per square mile in ten counties, and fewer than seventeen per square mile in our most populous country county. Our country civilization is analyzable in terms of individual farmsteads, settlements, and neighborhoods. Compactly settled country communities conscious of common necessities and organized to secure common advantages are few and rare. Country community is a term that means something in the Middle West, the North

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In complete *Proceedings* of the annual meeting, cloth bound, $2.50.
Pamphlet 202. Price 10 cents.
Reduction on quantity orders. Write for descriptive list of publications.
315 Plymouth Court, Chicago, Ill.

and East; it means little as yet anywhere in the South. We have such communities here and there, but they are infrequent, sad to say.

Our ills are not mainly those of congested population centers where, in Rousseau's phrase, the breath of man is fatal to his fellows. We know little of the bewildering, baffling city problems of progress and poverty, magnificence and misery side by side. Our ills are mainly the social consequences of (1) farming as an occupation (2) in sparsely settled areas—the ills of solitariness, remoteness and aloofness. We are far removed from socialism in any sense, good or bad. On the other hand, we have always been but a hair's-breadth away from individualism, raw, raucous and unorganizable. Both the best and the worst of my home state lies in the fact that too long it has been excessively rural and intensely individualistic—in business enterprise, in legislation and civic rule, and, worst of all, in religious consciousness. Our fundamental ill is social insulation and our fundamental task is local organization for economic and social advantage, for local self-expression and self-regulation in community affairs, and for generous, active civic interest in commonwealth concerns.

Such, in brief, are our problems, and they are the problems of some forty-odd millions of people in countryside America.

A Common Social Menace

In passing, let me call your attention to a social ill of fundamental sort that increasingly menaces our town and country populations alike, namely, the steady decrease in the number of people who live in their own homes and till their own farms, the steady increase of landless, homeless multitudes in both our town and country regions. These homeless people shift from pillar to post under the pressure of necessity or the lure of opportunity. They abide in no place long enough to become identified with community life, to acquire a proprietary interest in schools and churches, and to develop a robust sense of civic and social responsibility. Instable, irresponsible citizenship is a seed bed—a hot bed, if you please—for every sort of irrational impulse.

Already three-fifths of all dwellings in the United States are occupied by tenants and renters; in Boston the ratio rises to 80 per cent and in Greater New York to 89 per cent.* Fifty-five million people in these United States spend their days and nights, like poor Dante, going up and down somebody's else stairs. In general, the fatal law of our civilization seems to be that the more populous and prosperous an area becomes, the fewer are the people who live in their own homes and dwell unmolested and unafraid under their own vines and fig trees. I have yet to hear in this conference the discussion of any social ill that is not sequentially related directly or indirectly to home-ownership by the few and land orphanage for the many. I shall hope to hear this foundational problem threshed out at length at some early day in the National Social Work Conference. It concerns both our city and country civilizations in fundamental sort.

Social Activities in North Carolina

I was drafted into the service, I presume, to give you a modest account —if such a thing is possible—of North Carolina's brave attack upon the social problems of a rural people during the last four years. The story is full of detail, but, briefly, it covers a common-school fund nearly doubled during the war and a fifty per cent salary increase for public school teachers as a legal requirement; an illiteracy commission with a support fund of $25,000 a year; a compulsory school attendance law, together with a

* University of N. C. News Letter, Vol. III, Nos. 36 and 39.

standard child-labor law; three and a half millions of bond money for enlarging and equipping our public institutions of learning and benevolence; nearly $250,000 a year for public health work, for the medical and dental inspection of schools and the free treatment of indigent school children, and for the defense of our homes against the ravages of social disease; around a million two hundred thousand dollars a year of local, state and federal funds for agricultural education and promotion; a law sanctioning co-operative enterprise in general, and in particular the best co-operative credit-union law in the United States, as a result of which we have more farm credit-unions than all the rest of the states combined; a state-wide cotton warehouse system based on the best law in the South; a public welfare law establishing a state welfare board with ample authority and support, and calling now for county welfare boards and superintendents, not optionally, as in Indiana, Kansas, Minnesota and other states, but mandatorily; a juvenile court and probation officer in every county, and in every city with 10,000 inhabitants or more; a rural township incorporation law and a state commission charged with rural organization and recreation; a state-wide social service organization, and public welfare courses at the state university.

And so on and on. Thirty-five laws of economic and social import have gone on our statute books in four years, all of them directly or indirectly related to rural social welfare. It is a new kind of legislative activity in North Carolina and we have had more of such legislation during Governor Bickett's administration than can be found in any hundred years of our history heretofore. It has been epoch making legislation and it ushers in a great new era in North Carolina. The valley of humiliation located between two mountains of conceit, as a Tarheel is accustomed to describe his state to Virginians and South Carolinians, has suddenly become the Valley of Decision that the prophet Joel saw in his dreams.

The Rural Township Incorporation Law

So many experiments are recently under way in North Carolina, that I have been at a loss to guess just which one of them the chairman of this section had in mind when phrasing my theme for me.

I have, however, a vague suspicion that she meant for me to discuss in particular our Rural Township Incorporation Law—a law that makes it possible for the people of our country neighborhoods to create by popular vote the civic machinery necessary to self-expression and self-rule. It is the familiar town meeting of New England. It was indigenous to the democracy of a people compactly settled in communities in limited areas.

The idea has been slow to develop in the South because of our vast spaces, and the settlement of our people in early times and at the present day in individual farmsteads. Our counties are large as a rule, many of them larger than the state of Rhode Island. Our townships are large. They are geographical divisions and administrative units in the political scheme of things. They are nowhere economic or social groups.

The net result has been a feeble sense of civic and an almost utter lack of social responsibility in our country counties. A perfectly natural result has been honest but inefficient and wasteful county government in the South, or so as a rule. The remedy for this sad state of affairs, as Thomas Jefferson clearly saw a hundred years ago, lies in organized community life and local discipline in righteous self-rule. It is essential to the perpetuity of American democracy and the lack of it threatens our entire civic structure, said he. Our rural township incorporation law is a tardy recognition of Thomas Jefferson's wisdom.

The law is two years old and, because it rests upon our ancient rights

of local option in static farm areas, township organization under this law is slow—so slow that only six communities in the state are so far organized even on paper. It is a hopeful experiment of the right sort, and in time it will head-up into great results.

Legislation and Local Social Welfare

Lest you think me a Bourbon and not a democrat in political philosophy, let me hurry to say that I think of legislation as related to social aspiration and effort about as I think of the steel tubing in a Hudson River tunnel. The tube of steel is indispensable to permanency. So are law and civic machinery necessary to give form and permanency to social activity. Of course, I believe that true democracy is the outward evidence of inner grace and worth; that it must be developed from within and cannot be imposed from without. But ours is a represented democracy. Our own representatives make our laws and, if they are unfit, sooner or later we freely elect new representatives and repeal obnoxious laws.

Such reform legislation as I have discussed is not dropped down from above like manna; it is grown out of the social soil under the hand of our chosen civic servants.

This I know—a vast deal of the gospel of co-operation, say, has gone to waste in America, because it has lacked fit legal sanction in state legislation. Co-operative credit unions, for instance, are rapidly developing in North Carolina because we have what other states lack—an effective co-operative enterprise law.

Our local welfare problems are being directly attacked by county juvenile courts, county public welfare boards, county probation, parole, and school attendance officers, and county factory inspectors charged with enforcing our new child labor law. There is nothing new to you in these forms of social activity, except perhaps the fact that these county boards and officials have come into existence in North Carolina under state-wide compulsion and not by community choice as in other states.

It is highly significant that a rural individualistic people has at last been willing to lay aside the sacred rights of local option and to choose instead the sacred rights of childhood as an imperious commonwealth concern. A full four-fifths of our children are country children and they have long suffered from the social inactivity of remote rural counties; not more nor worse in North Carolina than in similar counties in other states—say in Clinton and Franklin counties in New York state, or in Fayette county Pennsylvania, or in Windham county, Connecticut, or in Aroostook county, Maine, or in the delta region of South Illinois.

But at last the great common heart of North Carolina has heard the cry of her children, and as a state she has sounded a call to the colors for a grand army attack upon the enemies of childhood—upon poor schools in rural areas, upon bad health conditions, upon the benumbing drudgery and unrelieved loneliness of life in solitary farm homes. Nothing less than this will avail to explain the ground swell of legislative reform in North Carolina. When one stops to think it through, it becomes plainer than a pikestaff that our radical legislative reforms are sourced in a newly awakened, immense concern about the children of North Carolina.

The simple fact is that every really worth while economic and social activity is related to the supreme purpose of making "this dirty little spot in space that men call earth," a safer and happier place for children to be born into and to grow up in. This is the very essence of the mind and message and meaning of Miss Lathrop to this generation of men and women the world around. May God multiply her kind ten thousand times over in every land and country.

RDC

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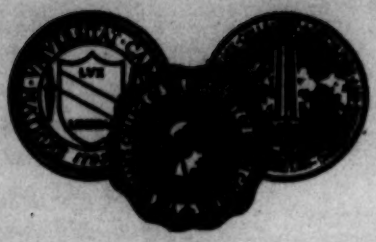

THE INAUGURATION OF GORDON GRAY AS PRESIDENT OF THE CONSOLIDATED UNIVERSITY OF NORTH CAROLINA

THE SEATING LIST OF GUESTS
FOR THE INAUGURATION DINNER
THE UNIVERSITY IN CHAPEL HILL
ON MONDAY, OCTOBER THE NINTH
NINETEEN HUNDRED AND FIFTY

All guests who replied to the University's invitation are assigned to specific tables. In case you did not respond ask one of the marshals to assist you.

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Shirley, Dean J. W. 12
Shirley, Mrs. J. W. 15
Simpson, Dr. John C. 6
Simpson, Mrs. John C. 8
Sinnickson, Mr. Andrew 2
Sinnickson, Mrs. Andrew 1
Slocum, Mr. Earl 22
Slocum, Mrs. Earl 21
Smith, Dr. Leon Edgar 116
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Whitesides, Major Vance 7
Whitesides, Mrs. Vance 6
Whyburn, Dr. William M. 136
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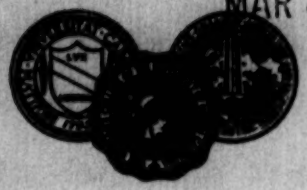
MAR 30 1953



A CONFERENCE
ON
THE STATE OF THE UNIVERSITY

An Experiment in Self-Examination

by

Representatives of the Faculties

of

The University of North Carolina

RALEIGH CHAPEL HILL GREENSBORO

CONFERENCE HEADQUARTERS — HANES HALL, CHAPEL HILL

March Third and Fourth Nineteen Hundred and Fifty-Three

To have in mind a clear and workable conception of the mission of the total University is a matter of continuing concern to all of us. My rather numerous references to the mission of the University during the past two years — in speeches, reports and in discussion with administrative and faculty people—reflect the need for such a clear conception of the University's mission in carrying on the day by day work of my office, to say nothing of making and executing plans for the future.

I have learned that such a clear conception is no less important to the faculty member who, giving his best in teaching, research, or service to other scholars, requires, and is entitled to, a responsible and practical statement of what the total University is seeking to accomplish in all areas of its work. And, of course, it is the devoted faculty member who can contribute most, in basic content, to stating clearly the lines that mark out the University's responsibilities to students, trustees, and to the people of the state.

For these compelling reasons, then, I have asked a committee to work out plans for a conference on the mission of the University, having in mind that this would be a realistic work conference, dealing neither with minutiae nor with glittering generalities, but with such basic, concrete problems as the improvement of college teaching, the proper balance between research and teaching, student-faculty relationships, and the mission of the total University in the richer integration of the three institutions.

—From President Gordon Gray's letter to Faculty, February 13, 1953

PROGRAM

Tuesday, March Third

9:30 a.m. Registration — Hanes Hall

10:15 a.m. Conference Assembly, Auditorium of Carroll Hall

Presiding . . . . . Howard W. Odum
University of North Carolina, Conference Chairman

Address . . . . . Gordon Gray
President of the Consolidated University of North Carolina

11:45 a.m. Organization of Topic Panels—Hanes Hall

1:00 p.m. Luncheon Session — Ball Room, Carolina Inn

Address . . . . . A. Whitney Griswold
President, Yale University

3:00 p.m. Group Seminars — Hanes Hall

5:00 p.m. Group Seminars adjourn

8:00 p.m. General Session, Auditorium of Carroll Hall

"QUESTIONS AND ANSWERS ON THE COLLEGE IDEAL"

Presiding . . . . . James H. Hilton
Dean, School of Agriculture, N. C. State College

Chancellor Edward Kidder Graham, Woman's College

Chancellor J. W. Harrelson, N. C. State College

Chancellor Robert B. House, University at Chapel Hill

Wednesday, March Fourth

9:00 a.m. Group Seminars — Hanes Hall

10:45 a.m. Refreshments

11:00 a.m. Group Seminars — Hanes Hall

12:45 p.m. Morning Sessions end

1:00 p.m. Luncheon Session, Ball Room, Carolina Inn

Address . . . . . Raymond Howes, *Secretary*
National Committee on Institutional Research Policy
American Council on Education

Consultants . . . . . Graduate Deans of the University

3:00 p.m. Consolidation of the Findings of the Conference
Consolidation and Cataloging of "Unfinished Tasks"
Optional Tours: Morehead Building, Hospital and Health Center, Library

7:00 p.m. General Session, Dining Room, Lenoir Hall

Total University Faculties

Presiding . . . . . President Gordon Gray

Men's Ensemble from University Glee Club

Address . . . . . Honorable Charles F. Carroll
State Superintendent of Public Instruction
"HIGHER EDUCATION AND THE PUBLIC SCHOOLS"

Findings of the Conference Walter J. Peterson, *Chairman,* Panel One
Gordon Blackwell, *Chairman,* Panel Two
Albert Keister, *Chairman,* Panel Three
Harry Wolf, Franklin H. McNutt,
D. W. Colvard, *Chairmen,* Panel Four

Response and Challenge . . . . President Gordon Gray

Conference Participants

UNDERGRADUATE INSTRUCTION

Over-All Chairman WALTER J. PETERSON

Chapel Hill Co-Chairmen	*Raleigh Co-Chairmen*	*Greensboro Co-Chairmen*
Sterling Stoudemire	Howard M. Nahikian	Helen Ingraham
Jerry Markham	Paul A. Bredenberg	Jane Summerell
R. N. Anderson	Everett Hall	William Mueller
F. S. Barkalow, Jr.	D. S. Hamby	Carey Mumford
Helen Barton	Rene Hardre	Carl Pegg
C. H. Bostian	Hugh Holman	Viva Playfoot
Carl Brown	Mary Hunter	Daniel O. Price
R. C. Bryant	Leonard Hurley	Alton Reid
May Bush	Arthur Kelman	Harry Russell
Ed Cameron	G. C. Klingman	Florence Schaeffer
E. F. Catalano	Anne Lewis	M. L. Schmitt
Gordon Cleveland	R. W. Llewellyn	Ruth Shaver
H. C. Cooke	J. W. McCullough	Lyda Gordon Shivers
Elizabeth Cowling	Dorothy McCuskey	C. P. Spruill
Frank Duffey	C. H. McGregor	Tom Stanback
Preston Epps	K. F. McKean	H. R. Totten
Virginia Farinholt	L. R. Martin	Elliot Weisgarber
James Godfrey	Mereb Mossman	Frances Wolfe
V. A. Greulach		

RESEARCH AND GRADUATE TEACHING

Over-All Chairman GORDON W. BLACKWELL

Chapel Hill Co-Chairmen	*Raleigh Co-Chairmen*	*Greensboro Co-Chairmen*
William M. Whyburn	James H. Jensen	Victor M. Cutter
Fletcher M. Green	W. A. Newell	Charles E. Prall
Dorothy Adkins	Hilda Harpster	E. D. Palmatier
D. B. Anderson	Walter Hartung	Franklin Parker
Edna Arundel	Glen Haydon	W. W. Pierson
Lowell Ashby	Milton Heath	C. A. Plank
K. O. Beatty, Jr.	Clarence Heer	T. L. Quay
John Beeler	Gail Hennis	Anna Reardon
J. S. Bethel	U. T. Holmes	Arthur Roe
M. L. Brown, Jr.	Allan S. Hurlburt	C. C. Scarborough
R. B. Casady	C. W. Jennings	G. W. Schneider
Donald Costello	Pauline Keeney	H. A. Stewart
Lambert Davis	Arnold King	Nettie Sue Tillett
Charlotte Dawley	George Lane	B. L. Ullman
N. J. Demerath	Vance Littlejohn	Emily Watkins
Elizabeth Duffy	L. W. Long	R. C. White
Alfred G. Engstrom	Dougald MacMillan	Leon Wiley
Marc Friedlaender	A. C. Menius, Jr.	

Conference Participants

STUDENT-FACULTY RELATIONSHIPS

Over-All Chairman ALBERT S. KEISTER

Raleigh Co-Chairmen	*Chapel Hill Co-Chairmen*	*Greensboro Co-Chairmen*
W. N. Hicks	S. B. Knight	Bernice Draper
Banks Talley	Frank Klingberg	James W. Painter
Susan Barksdale	Mildred Harris	E. William Noland
Gerry Barrett	Ed Hedgpeth	Vincent Outland
D. H. Baxter	G. B. Hoadley	Bill Pfouts
G. B. Blum, Jr.	Roy Holsten	Bill Poteat
Helen Burns	Malcolm Hooke	Elvira Prondecki
M. D. Caffey, Jr.	Edith Huffman	H. A. Rutherford
Katherine Carmichael	Richard Jamerson	Mrs. Josephine Schaeffer
Mrs. Anne Carter	Claiborne Jones	John W. Shirley
Ruth Collings	J. F. Kenfield	Katherine Taylor
Lyman Cotten	J. F. Lee	F. G. Warren
Joe Dawson	Hugh Lefler	Fred Weaver
Foster Fitz-Simons	Loren MacKinney	Robert H. Wettach
R. E. Freund	G. A. Martin	L. R. Whichard
J. P. Harland	Phillip Morgan	F. R. Willard
		E. T. York

INTEGRATED MISSION OF THE TOTAL UNIVERSITY IN SERVICE TO THE STATE

Over-All Chairmen D. W. COLVARD, HARRY WOLF, FRANKLIN H. MCNUTT

Raleigh Co-Chairmen	*Chapel Hill Co-Chairmen*	*Greensboro Co-Chairmen*
William Babcock	Rex Winslow	Ethel Martus
E. G. Thurlow	Henry Brandis	Charles W. Phillips
Charles Adams	D. E. Henderson	Guy B. Phillips
Fred Allred	S. H. Hobbs, Jr.	Katherine Roberts
P. F. Brookens	Birdie Holloway	William Roberts
Richard Calhoon	Brooks James	H. F. Robinson
T. H. Carroll	Betty Jester	E. W. Ruggles
Henry Clark	Loma Langley	R. W. Shoffner
Albert Coates	Marjorie Leonard	C. Smallwood
R. E. Coker	John Lockhart	C. F. Smith
E. R. Collins	Louise Lowe	Walter Spearman
O. K. Cornwell	S. C. Mayo	D. B. Stansel
J. N. Couch	Harold D. Meyer	M. E. Starnes
Ernest Craige	Lucy Morgan	E. G. Thurlow
M. L. English	Mildred Newton	William Wells
J. B. Gaither	John Opper	L. R. Wilson
Ellen Griffin	John A. Parker	Sanford Winston
Mary Harrell	William Perry	Earl Wynn

THE CONFERENCE COMMITTEE

Howard W. Odum, *General Chairman*

At Raleigh	*At Chapel Hill*	*At Greensboro*
John W. Shirley	B. L. Ullman	Franklin H. McNutt
Chairman	*Chairman*	*Chairman*
F. S. Barkalow, Jr.	L. R. Wilson	Ellen Griffin
A. C. Menius, Jr.	John Couch	Helen Barton
Brooks James	R. H. Wettach	Charles Phillips
Alton Reid	S. B. Knight	Malcolm Hooke
William Roberts	Clifford P. Lyons	Hilda Harpster
Lodwick Hartley	Dorothy Adkins	Frances Wolfe
Carey Mumford	Walter Spearman	Albert Keister
William Newell	Thomas H. Carroll	Leonard Hurley

LOCAL ARRANGEMENTS COMMITTEE

Russell M. Grumman, *Chairman*

J. W. Parrish
William C. Friday
George L. Simpson, Jr.
William K. Hubbell
Raymond L. Jefferies

YOUR GROUP SEMINAR SCHEDULE

Name:

(Room assignments for the organization meetings and group session discussions are indicated in pencil below.)

1. Organization of Seminars, Tuesday, 11:45-12:30, Hanes Hall

2. Group Seminars, Tuesday, 3 to 5 p.m.:

   Undergraduate Instruction — Hanes Hall

   Research and Graduate Teaching — Hanes Hall

   Student-Faculty Relationships — Hanes Hall

   Integrated Mission of the Total University in Service to the State —Hanes Hall

3. Group Seminars, Wednesday, 9 to 10:45 a.m.:

   Undergraduate Instruction — Hanes Hall

   Research and Graduate Teaching — Hanes Hall

   Student-Faculty Relationships — Hanes Hall

   Integrated Mission of the Total University in Service to the State —Hanes Hall

4. Group Seminars, Wednesday, 11:00 a.m. to 12:45 p.m.:

   Undergraduate Instruction — Hanes Hall

   Student-Faculty Relationships—Hanes Hall

   Research and Graduate Teaching — Hanes Hall

   Integrated Mission of the Total University in Service to the State —Hanes Hall

   A master chart on which are listed seminar subjects, the names of the delegates assigned to each seminar, and the list of the chairmen and vice-chairmen is available in Room 106 of Hanes Hall.

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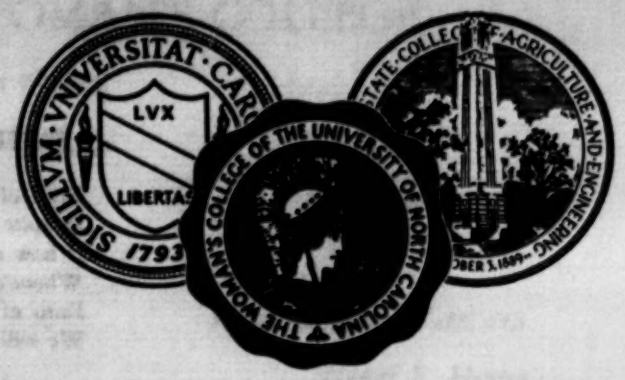
THE INAUGURATION OF GORDON GRAY AS PRESIDENT OF THE CONSOLIDATED UNIVERSITY OF NORTH CAROLINA

THE INAUGURATION CEREMONY
AT NORTH CAROLINA STATE
COLLEGE, IN RALEIGH, ON
TUESDAY, OCTOBER THE TENTH
NINETEEN HUNDRED AND FIFTY



THE INAUGURATION OF GORDON GRAY AS PRESIDENT OF THE CONSOLIDATED UNIVERSITY OF NORTH CAROLINA

THE INAUGURAL SERMON AND
THE INAUGURAL CONVOCATION
AT THE WOMAN'S COLLEGE
IN GREENSBORO, ON
SUNDAY, OCTOBER THE EIGHTH

THE INAUGURAL CONVOCATIONS,
THE UNIVERSITY IN CHAPEL HILL
ON MONDAY, OCTOBER THE NINTH

THE INAUGURATION CEREMONY
AT NORTH CAROLINA STATE
COLLEGE, IN RALEIGH, ON
TUESDAY, OCTOBER THE TENTH
NINETEEN HUNDRED AND FIFTY

FAITH OF OUR FATHERS

Faith of our fathers, living still
In spite of dungeon, fire and sword,
O how our hearts beat high with joy
Whene'er we hear that glorious word!
Faith of our fathers, holy faith,
We will be true to thee till death.

Faith of our fathers, we will strive
To win all nations unto thee;
And through the truth that comes from God
Mankind shall then indeed be free.
Faith of our fathers, holy faith,
We will be true to thee till death.

Faith of our fathers, we will love
Both friend and foe in all our strife,
And preach thee, too, as love knows how,
By kindly words and virtuous life.
Faith of our fathers, holy faith,
We will be true to thee till death.

Frederick W. Faber

GLORIOUS THINGS OF THEE ARE SPOKEN

Glorious things of thee are spoken,
Zion, city of our God;
He, whose word cannot be broken,
Formed thee for His own abode:
On the Rock of Ages founded,
What can shake thy sure repose?
With salvation's walls surrounded,
Thou may'st smile at all thy foes.

See, the streams of living waters,
Springing from eternal Love,
Well supply thy sons and daughters,
And all fear of want remove:
Who can faint, while such a river
Ever flows their thirst t'assuage?
Grace which, like the Lord, the Giver,
Never fails from age to age.

Round each habitation hovering,
See the cloud and fire appear
For a glory and a covering,
Showing that the Lord is near!
Glorious things of thee are spoken,
Zion, city of our God;
He, whose word cannot be broken,
Formed thee for His own abode.

John Newton

INAUGURAL SERMON AT THE WOMAN'S COLLEGE

Sunday, October Eighth at eleven o'clock

Presiding: WILLIAM BRADLEY UMSTEAD

ORGAN PRELUDE—Chorale in A Minor . . . . . *Cesar Franck*

THE DOXOLOGY—(The Congregation Standing)

INVOCATION . . . . . Edward Kidder Graham

HYMN—"Faith of Our Fathers" (The Congregation Standing) . . . . . *Henri F. Hemy*

SCRIPTURE READING—Saint John I: 1-18 . . . . . John William Harrelson

LITANY—(The Congregation Seated) . . . . . Robert Burton House and Choir

Leader: Eternal God, in whom there is no variableness neither shadow that is cast by turning; Thou who madest the heavens at the sound of thy voice, and all the host of them by the breath of thy mouth,

Choir: Send out thy light; send out thy light.

Leader: Thou who commandest wars to cease and biddest the man of clean hands and pure heart ascend the hill of the Lord,

Choir: Send out thy light and thy truth; let them lead us.

Leader: We commend to thy keeping our new leader. We commit anew to thy service the university which thou hast led the children of this commonwealth to build.

Choir: O lead and guide us to thy holy hill.

Leader: Crown with strength and wisdom and courage thy youthful servant whom thou hast appointed to preside over it.

Choir: Send out thy light and thy truth; let them lead us.

Leader: Stand at his side through the years to come; counsel and sustain him, we beseech thee; annoint him with thy spirit.

Choir: O lead and guide us to thy holy hill.

Leader: Do thou strengthen and consecrate anew all the company associated with him in the keeping of this university.

Choir: O lead and guide us.

Leader: Do thou re-dedicate this institution to the fearless and untiring quest for knowledge that reaches to truth and understanding as a river at last reaches the sea.

Choir: O lead and guide us.

Leader: May it, while pointing men to increasing mastery over nature, teach them to master themselves; may it, in a world distraught by the clangor of martial preparation, attune men's hearts to the still, small voice.

Choir: O lead and guide us to thy holy hill.

Leader: Prosper its endeavors to produce good things and, above all, good men—reasonable men, cleansed of anger, pride, and vanity—men delivered from fear, men of good will living the good life, in abundance, in a world where mankind may at last walk together in majesty and in peace.

Choir: Send out thy light, O Lord our God.

PRAYER . . . . . John Rood Cunningham

ANTHEM—"Glory and Worship Are Before Him" . . . . . *Henry Purcell*

HYMN—"Glorious Things of Thee are Spoken" . . . . . *Franz Joseph Haydn*

SERMON—"Light Incarnate and Invincible" . . . . . Harold Wayland Tribble

BENEDICTION . . . . . Edward Kidder Graham

CHORAL RESPONSE—"Sevenfold Amen" . . . . . *John Stainer*

ORGAN POSTLUDE—"Chaconne" . . . . . *Louis Couperin*

Music by The Woman's College Choir — Litany by Richard Bardolph — Music Adapted by George M. Thompson

CONVOCATION AT THE WOMAN'S COLLEGE

Sunday, October Eighth at three o'clock
Aycock Auditorium

Presiding: **EDWARD KIDDER GRAHAM**
Chancellor of The Woman's College

The Woman's College Chamber Music Players
George W. Dickieson, *Director*

THEME: "Higher Education and The Human Spirit"

Speaking for the Historian:

HELEN MAUD CAM
Samuel Zemurray, Jr. and Doris Zemurray Stone-Radcliffe Professor at Harvard University

Speaking for the Scientist:

ARTHUR HOLLY COMPTON
Chancellor Washington University
St. Louis, Missouri

CONVOCATIONS AT CHAPEL HILL

Monday, October Ninth
Memorial Hall

At ten o'clock in the Morning

Presiding: **ROBERT BURTON HOUSE**
Chancellor of the University of North Carolina

Organ Prelude by Jan Philip Schinhan

"The Responsibilities Of The University To Its State"
GEORGE DINSMORE STODDARD
President of the University of Illinois

"The Responsibilities Of The State To Its University"
JAMES LEWIS MORRILL
President of the University of Minnesota

At three o'clock in the Afternoon

Presiding: **JOHN WILLIAM HARRELSON**
Chancellor of North Carolina State College

Organ Prelude by Jan Philip Schinhan

"Science And The Spirit Of Freedom"
LEE ALVIN DUBRIDGE
President of the California Institute of Technology

THE INAUGURATION

MUSIC FROM THE COLLEGE TOWER . . . . . Jerry Clifton Brown
Bell-Master

MARSHALS OF THE PROCESSION

KAREN CARLSON
Faculty Marshal, The Woman's College

JOHN CORIDEN LYONS
Faculty Marshal, The University of North Carolina

WILLIAM NED WOOD
Faculty Marshal, North Carolina State College

Presiding: WILLIAM DONALD CARMICHAEL, JR.
Controller and Acting President of The Consolidated University of North Carolina

PRELUDE—The North Carolina State College Band and The University of North Carolina Band
Christian Kutschinski, Director Earl Slocum, Director

THE ACADEMIC PROCESSION

The audience will rise when the platform party enters the Coliseum.
It will remain standing until the conclusion of the Invocation.

THE STAR-SPANGLED BANNER *by The Entire Assemblage* . . . . . Norman Cordon
Leader

THE INVOCATION . . . . . The Reverend Mark Depp
The Pastor of Centenary Methodist Church, Winston-Salem

GREETINGS:

from the University World
Harry Woodburn Chase, The Chancellor of New York University

from the Colleges and Universities in North Carolina
Arthur Hollis Edens, The President of Duke University

from the Public Schools of North Carolina
Clyde Atkinson Erwin, The Superintendent of Public Instruction

from the Alumni and Alumnae of The Consolidated University of North Carolina
Mrs. John Sockwell, Jr., The President of The Alumnae Association of The Woman's College

from the Students of The Consolidated University of North Carolina
Henry Odum, The President of The Consolidated University Student Council

from the Faculties of The Consolidated University of North Carolina
Robert Ervin Coker, Kenan Professor of Zoology of The University of North Carolina

CHORAL SELECTION—"Dear Land of Home" (from *Finlandia*) . . *Jean Sibelius*—arr. Manney

THE INAUGURATION CHOIR . . . . The Combined Glee Clubs of The Woman's College, North Carolina State College and The University of North Carolina
George M. Thompson, Director

George M. Thompson, Director

THE PRESENTATION OF THE PRESIDENT . . . . . William Donald Carmichael, Jr.

THE ADMINISTRATION OF THE OATH OF OFFICE . . . . . William Augustus Devin
Associate Justice of The Supreme Court of North Carolina

THE INDUCTION INTO OFFICE . . . . . William Kerr Scott
The Governor of North Carolina

THE INAUGURAL ADDRESS . . . . . Gordon Gray
The President of The Consolidated University of North Carolina

CHORAL SELECTION—Festival Finale, "God of Our Fathers" . . *G. W. Warren*—arr. Maddy
The Inauguration Choir, The Bands, and The Assemblage
Joel Jackson Carter, Director

THE BENEDICTION . . . . . The Right Reverend Howard Edward Rondthaler
Bishop of The Moravian Church, Winston-Salem

RECESSIONAL . . . . . The Consolidated University Bands

"THE STAR-SPANGLED BANNER"

Oh say! can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched were so gallantly streaming!
And the rocket's red glare, the bombs bursting in air
Gave proof through the night that our flag was still there.
Oh say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

—*Francis Scott Key*

FESTIVAL FINALE, "GOD OF OUR FATHERS"

First stanza by entire assemblage:

God of our fathers, Whose almighty hand *(pause)*
Leads forth in beauty all the starry band *(pause)*
Of shining worlds in splendor through the skies, *(pause)*
Our grateful songs before Thy throne arise.

Second and third stanzas by choir:

Thy love divine hath led us in the past,
In this free land by Thee our lot is cast;
Be Thou our Ruler, Guardian, Guide and Stay,
Thy word our law, Thy paths our chosen way.

From war's alarms, from deadly pestilence,
Be Thy strong arm our ever sure defence;
Thy true religion in our hearts increase,
Thy bounteous goodness nourish us in peace.
(instrumental interlude)

Fourth stanza by entire assemblage:

Refresh Thy people on their toilsome way,
Lead us from night to everlasting day;
Fill all our lives with love and grace divine,
And glory, laud and praise be ever Thine.

—*D. C. Roberts*

Delegates From Universities And Colleges

UNIVERSITY BASEL (Switzerland) (1460)
Hans Lacher, LL.D.

UNIVERSITY OF EDINBURGH (Scotland) (1583)
Samuel Tilden Habel, B.A., Th.M., Ph.D.

HARVARD UNIVERSITY (1636)
Edward Sagendorph Mason, A.B., A.M., B.Litt., Ph.D. D.Litt.

UNIVERSITY OF HELSINKI (Finland) (1640)
Pauli Rafael Soisalo, M.D.

COLLEGE OF WILLIAM AND MARY (1693)
John Edwin Pomfret, Ph.D., LL.D.

ST. JOHN'S COLLEGE (1696)
Richard Daniel Weigle, B.A., M.A., Ph.D.

YALE UNIVERSITY (1701)
Joseph A. McClain, Jr., B.A., LL.B., J.D., LL.D.

UNIVERSITY OF PENNSYLVANIA (1740)
Robin C. Buerki, B.S., M.D.

PRINCETON UNIVERSITY (1746)
George Finger Thomas, A.B., B.A., Ph.D.

WASHINGTON AND LEE UNIVERSITY (1749)
Linton Lomas Barrett, Ph.D.

COLUMBIA UNIVERSITY (1754)
Arthur Marcus Proctor, A.B., A.M., Ph.D.

BROWN UNIVERSITY (1765)
Barnaby Conrad Keeney, A.B., A.M., Ph.D.

RUTGERS UNIVERSITY (1766)
Tracy Stebbins Voorhees, B.A., M.A., LL.B., LL.D.

DARTMOUTH COLLEGE (1770)
Sheldon Sprague Voorhis, A.B., M.A.

SALEM ACADEMY AND COLLEGE (1772)
Dale Hartzler Gramley, A.B., M.S., Litt.D., LL.D.

HAMPDEN-SYDNEY COLLEGE (1776)
Edgar Graham Gammon, A.B., B.D., D.D., LL.D.

TRANSYLVANIA COLLEGE (1780)
James Myron Woolery, A.B., A.M.

FRANKLIN AND MARSHALL COLLEGE (1787)
Kenneth Pickrell, B.S., M.D.

LOUISBURG COLLEGE (1787)
Samuel Martyn Holton, A.B., A.M.

GEORGETOWN UNIVERSITY (1789)
Edwin D. Cuffe, A.B.

UNIVERSITY OF VERMONT (1791)
Lewis Leary, B.S., A.M., Ph.D.

UNION UNIVERSITY (1793)
Edward E. Draper, A.B.

TUSCULUM COLLEGE (1794)
Leslie Karr Patton, B.S., M.A., Ph.D.

UNIVERSITY OF LOUISVILLE (1798)
John Wilkinson Taylor, A.B., A.M., Ph.D.

UNIVERSITY OF GEORGIA (1801)
Omer Clyde Aderhold, B.S.A., M.S., Ph.D.

BOWDOIN COLLEGE (1802)
Gifford Davis, A.B., A.M., Ph.D.

UNITED STATES MILITARY ACADEMY (1802)
Colonel Henry Estil Royall (U. S. Army, Retired), B.S.

BRADFORD JUNIOR COLLEGE (1803)
Mrs. Richard S. Lyman, A.B.

OHIO UNIVERSITY (1804)
James R. Patrick, Ph.D.

UNIVERSITY OF SOUTH CAROLINA (1805)
Francis Wright Bradley, A.B., A.M., Ph.D.

MORAVIAN COLLEGE AND THEOLOGICAL SEMINARY (1807)
Raymond S. Haupert, Ph.D.

UNIVERSITY OF MARYLAND (1807)
John Ervin Foster, B.S., M.S., Ph.D.

HAMILTON COLLEGE (1812)
John Bennett Hatfield, A.B.

COLGATE-ROCHESTER DIVINITY SCHOOL (1817)
Kenneth Willis Clark, B.A., B.D., Ph.D.

COLGATE UNIVERSITY (1819)
George Barton Cutten, Ph.D., D.D., LL.D., D.H.L.

MARYVILLE COLLEGE (1819)
Ralph Waldo Lloyd, B.A., B.D., D.D., LL.D.

UNIVERSITY OF CINCINNATI (1819)
Raymond Walters, M.A., Litt.D., D.H.L., LL.D.

AMHERST COLLEGE (1820)
Hugh Brown Campbell, A.B., J.D.

CENTRE COLLEGE OF KENTUCKY (1820)
Carl Michael White, B.A., M.A.

INDIANA UNIVERSITY (1820)
Ralph L. Collins, A.B., Ph.D.

NORWICH UNIVERSITY (1820)
James Thomas Williams, Jr., A.B., D.C.L., LL.D.

GEORGE WASHINGTON UNIVERSITY (1821)
A. Derwin Cooper, A.B., M.D.

MCGILL UNIVERSITY (1821)
James M. Alexander, M.D., C.M., F.A.C.P.

HOBART COLLEGE (1822)
George Arthur Workman, A.B., B.D.

TRINITY COLLEGE (1823)
Frederick Augustus Grant Cowper, A.B., A.M., Ph.D.

MIAMI UNIVERSITY (1824)
Ernestine Cookson Milner, A.B., B.S., M.A.

UNIVERSITY OF VIRGINIA (1825)
Colgate Whitehead Darden, Jr., A.B., M.A., LL.B.

FURMAN UNIVERSITY (1826)
John Laney Plyler, B.A., LL.B., LL.D.

MISSISSIPPI COLLEGE (1826)
Dotson McGinnis Nelson, Ph.D., LL.D.

LINDENWOOD COLLEGE (1827)
Marilyn Mangum Heilman, B.A.

RANDOLPH-MACON COLLEGE (1830)
J. Earl Moreland, B.A., M.A., LL.D., L.H.D.

UNIVERSITY OF RICHMOND (1830)
George Matthews Modlin, Ph.D., LL.D.

DENISON UNIVERSITY (1831)
George D. Heaton, A.B., Th.M., D.D.

NEW YORK UNIVERSITY (1831)
Harry Woodburn Chase, A.M., Ph.D., L.H.D., Litt.D., LL.D.

UNIVERSITY OF ALABAMA (1831)
Robert L. Garrard, B.A., B.S., M.S., M.D.

LAFAYETTE COLLEGE (1832)
Henry Arnold Eysenbach, Jr., B.S.

MARIETTA COLLEGE (1832)
William Bay Irvine, A.B., A.M., Ph.D.

WABASH COLLEGE (1832)
Alvin T. Haley, A.B.

HAVERFORD COLLEGE (1833)
Robert North Wilson, A.B., M.S.

OBERLIN COLLEGE (1833)
William Blair Stewart, B.A., A.M., Ph.D.

UNIVERSITY OF DELAWARE (1833)
Francis Hagar Squire, A.B., Ph.D.

HARTFORD SEMINARY FOUNDATION (1834)
Henry E. Robinson, B.A., B.D., S.T.M:

WAKE FOREST COLLEGE (1834)
Harold Wayland Tribble, M.A., Ph.D., Th.D., LL.D.

TULANE UNIVERSITY (1835)
Rufus Carrollton Harris, A.B., LL.B., Juris.D., LL.D., Litt.D.

ALFRED UNIVERSITY (1836)
K. I. Andreve, B.S., D.D.S.

COLBY JUNIOR COLLEGE (1837)
Mrs. Margaret Lasher Muller

DAVIDSON COLLEGE (1837)
John Rood Cunningham, B.D., D.D., LL.D.

DEPAUW UNIVERSITY (1837)
Franklin Simpson Hickman, A.B., S.T.B., A.M., Ph.D., D.D.

MUSKINGUM COLLEGE (1837)
Vance Whitesides

GUILFORD COLLEGE (1837)
Clyde A. Milner, A.B., A.M., B.D., Ph.D., LL.D.

MT. HOLYOKE COLLEGE (1837)
Mrs. Charles M. Adams, A.B., M.A.

DUKE UNIVERSITY (1838)
Arthur Hollis Edens, Ph.D., LL.D.

EMORY AND HENRY COLLEGE (1838)
Foye G. Gibson, A.B., D.D.

EMORY UNIVERSITY (1838)
Goodrich Cook White, Ph.D., LL.D.

GREENSBORO COLLEGE (1838)
Luther Lafayette Gobbel, A.B., A.M., Ph.D.

UNIVERSITY OF MISSOURI (1838)
Thomas Cleveland Reed, B.S., M.S.

BOSTON UNIVERSITY (1839)
Paul Watson Townsend, A.B., S.T.V., B.V.

VIRGINIA MILITARY INSTITUTE (1839)
Stewart Wise Anderson, B.S., M.S., E.E.

WESLEYAN COLLEGE (1839)
Florimel Williams Herndon, A.B.

FORDHAM UNIVERSITY (1841)
George Edward Lynch, A.B., S.T.L., J.C.D.

QUEENS UNIVERSITY (Canada) (1841)
Thomas George Donnelly, A.B., A.M.

HOLLINS COLLEGE (1842)
John R. Everett, M.A., B.D., Ph.D.

MARY BALDWIN COLLEGE (1842)
Mrs. Nancy Wallace Henderson, A.B., M.A.

OHIO WESLEYAN UNIVERSITY (1842)
Eva Galbreath Campbell, A.B., M.A., Ph.D.

SAINT MARY'S SCHOOL AND JUNIOR COLLEGE (1842)
Richard Gabriel Stone, Ph.D.

UNIVERSITY OF NOTRE DAME (1842)
John J. Cavanaugh, M.A., Ph.B., Ph.L.

THE CITADEL (1843)
Louis DuBose Quin, B.S., M.A.

COLLEGE OF THE HOLY CROSS (1843)
Michael Gerald Pierce, A.B., M.A., S.T.L.

BAYLOR UNIVERSITY (1845)
Levy Leonidas Carpenter, B.A., Th.M., Th.D., Ph.D.

LIMESTONE COLLEGE (1845)
Robert Colley Granberry, A.B., B.D., D.D., LL.D.

UNITED STATES NAVAL ACADEMY (1845)
Rear Adm. Donald Wood Loomis
(U. S. Navy, Retired)

WITTENBERG COLLEGE (1845)
Mrs. Frieda Gohlke McNutt, A.B., M.A.

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Leroy Elmer Marlowe, A.B.

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Francis Charles Anscombe, A.B., M.A., Ph.D., LL.B.

THE STATE UNIVERSITY OF IOWA (1847)
Harvey Henry Davis, B.A., M.A., Ph.D.

GENEVA COLLEGE (1848)
George Francis Crable, M.S.

SOUTHWESTERN AT MEMPHIS (1848)
Peyton Nalle Rhodes, A.B., A.M., Ph.D.

UNIVERSITY OF MISSISSIPPI (1848)
John Davis Williams, B.A., M.A., D.Ed.

MACALESTER COLLEGE (1849)
P. Craig Gaskell, B.S.C.E.

MICHIGAN STATE NORMAL COLLEGE (1849)
Cora Daisy Reeves, Ph.D.

ROCKFORD COLLEGE (1849)
Mrs. Robert O. Blood, Jr., A.B., A.M.

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Paul Henry Fall, A.B., M.A., Ph.D., LL.D.

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Everett J. Mann, A.B., M.B.A., C.P.A.

ST. JOSEPHS COLLEGE (1851)
James Stuart Campbell, B.S.

UNIVERSITY OF MINNESOTA (1851)
James Lewis Morrill, A.B., LL.D., L.H.D.

WOMEN'S MEDICAL COLLEGE OF PENNSYLVANIA (1851)
Rachel Darden Davis, B.S., M.A., M.D.

CATAWBA COLLEGE (1852)
Alvin Robert Keppel, Ped.D., LL.D., Litt.D.

MILLS COLLEGE (1852)
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Theodore Oran Wright, A.B.

STRATFORD COLLEGE (1852)
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Ralph Sydney Wilbur, B.S., M.E.

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Meriel M. Daniel, Ph.D.

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George Brinkmann Ehlhardt, A.B., B.D.

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Paul K. Scott, M.A.

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Hans Christian Larsen, B.A.

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Clarence Clifford Norton, B.S., M.A., Ph.D.

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Francis Stephenson Hutchins, LL.D.

PENNSYLVANIA STATE COLLEGE (1855)
Donald Keith Adams, A.B., A.M., Ph.D.

MARS HILL COLLEGE (1856)
Hoyt Blackwell, B.A., Th.M., D.D.

NEWBERRY COLLEGE (1856)
Flavel Scott Elliott, A.B., M.A.

SAINT LAWRENCE UNIVERSITY (1856)
Almon Wheeler Lytle, B.S., LL.B., LL.D.

QUEENS COLLEGE (1857)
Mildred Morse McEwen, A.B., M.A., Ph.D.

SUSQUEHANNA UNIVERSITY (1858)
William T. Decker, A.B.

UNIVERSITY OF THE SOUTH (1858)
James McDowell Dick, A.B., B.D.

AVERETT COLLEGE (1859)
Curtis Vance Bishop, A.B., A.M., Litt.D.

LAKE ERIE COLLEGE (1859)
Alfred Tuxbury Hill, A.B., Ed.M., Ph.D.

LOUISIANA STATE UNIVERSITY (1859)
Cecil Grady Taylor, B.A., M.A., Ph.D.

SOUTHERN BAPTIST THEOLOGICAL SEMINARY (1859)
Olin Trivette Binkley, B.A., Th.B., B.D., Ph.D.

BARD COLLEGE (1860)
Edward Hudson Young, B.A., M.A., B.D.

HOPE COLLEGE (1862)
Robert John Stewart, A.B., D.S.C.

BATES COLLEGE (1864)
Norman Francis Conant, B.S., M.A., Ph.D.

SWARTHMORE COLLEGE (1864)
William King Hoyt, A.B.

CORNELL UNIVERSITY (1865)
Frederick A. Wolf, Ph.D.

LEHIGH UNIVERSITY (1865)
Martin Dewey Whitaker, A.B., M.A., Ph.D., LL.D., Sc.D.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY (1865)
Harold Locke Hazen, S.B., S.M., Sc.D.

UNIVERSITY OF KENTUCKY (1865)
Mrs. Arthur Wycliffe Huckle, B.S., M.S.

VASSAR COLLEGE (1865)
Mabel Madden Henderson, A.B.

SHAW UNIVERSITY (1865)
William Russell Strassner, A.B., B.D., S.T.M.

CARLETON COLLEGE (1866)
George William Schwert, Jr., B.A., Ph.D.

UNIVERSITY OF KANSAS (1866)
Calvin Eugene Perkins, B.S.C.E., C.E.

CEDAR CREST COLLEGE (1867)
Mrs. Russell E. Goss, B.A.

CROZER THEOLOGICAL SEMINARY (1867)
R. Carrington Paulette, B.A., B.D.

SAINT AUGUSTINE'S COLLEGE (1867)
Harold Leonard Trigg, A.B., A.M., D.Ed.

WEST VIRGINIA UNIVERSITY (1867)
Alfred Beverly Scott, B.S.C.E.

SOUTHERN SEMINARY AND JUNIOR COLLEGE (1868)
Margaret Durham Robey, A.B.

UNIVERSITY OF ILLINOIS (1868)
George Dinsmore Stoddard, Ph.D., Litt.D., L.H.D., LL.D.

UNIVERSITY OF NEW HAMPSHIRE (1868)
Robert F. Chandler, Jr., B.S., Ph.D.

WAYNE UNIVERSITY (1868)
Joseph Cable Wetherby, B.A., M.A.

FAIRMONT STATE COLLEGE (1869)
Pearl Sands McCarty, A.B., A.M., Ed.D.

HUNTER COLLEGE OF THE CITY OF NEW YORK (1870)
E. Adelaide Hahn, A.M., Ph.D.

MISSOURI SCHOOL OF MINES (1870)
Robert G. VanNostrand, B.S., M.S.

OHIO STATE UNIVERSITY (1870)
Paul Jackson Kramer, A.B., M.S., Ph.D.

STEVENS INSTITUTE OF TECHNOLOGY (1870)
Frederick J. Reed, M.E., M.S.

SYRACUSE UNIVERSITY (1870)
Robert Elwin Stone, A.B., J.D.

WILSON COLLEGE (1870)
Elizabeth Kerr Gunter, B.S.

WOOSTER COLLEGE (1870)
Harold David Green, B.S., M.D.

UNIVERSITY OF ARKANSAS (1871)
William Peyton Campbell, B.S.A.

UNIVERSITY OF DENVER (1871)
Lillian Parker Wallace, A.B., M.S., Ph.D.

ALABAMA POLYTECHNIC INSTITUTE (1872)
Ralph B. Draughon, B.S., M.S., LL.D.

PEACE COLLEGE (1872)
William Cornelius Pressly, A.B., M.S., Litt.D.

VIRGINIA POLYTECHNIC INSTITUTE (1872)
Walter Stephenson Newman, B.A., M.S., Ph.D.

BLUE MOUNTAIN COLLEGE (1873)
Mrs. Clifford Keith Beck, B.A., M.A.

DRURY COLLEGE (1873)
Norris London Fellows, A.B., B.D.

SHORTER COLLEGE (1873)
Charles Watson Burts, A.B., B.D., Ph.D.

TEXAS CHRISTIAN UNIVERSITY (1873)
Arthur D. Wenger, A.B., B.D.

ONTARIO AGRICULTURAL COLLEGE (Canada) (1874)
Frederick A. Wolf, Ph.D.

PURDUE UNIVERSITY (1874)
Frank C. Hockema, B.S.M.E., M.S.M.E., Ed.D.

SOUTHERN ILLINOIS UNIVERSITY (1874)
Ralph Henry Boatman, Jr., D.Ed., M.P.H.

PARK COLLEGE (1875)
Donald C. Agnew, A.B., A.M., Ph.D.

GEORGE PEABODY COLLEGE FOR TEACHERS (1875)
Charles R. Spain, A.B., A.M., D.Ed.

SMITH COLLEGE (1875)
Mrs. Ralph Edward Spaugh, A.B.

VANDERBILT UNIVERSITY (1875)
Harvie Branscomb, A.B., M.A., Ph.D., D.Litt., LL.D., D.H.L.

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS (1876)
Edward B. Rice, B.S.

BELMONT ABBEY COLLEGE (1876)
Bernard L. Rosswog, A.B., S.T.D.

GROVE CITY COLLEGE (1876)
George Garfield Ramsey, A.B., M.A., Ph.D.

UNIVERSITY OF OREGON (1876)
Edwin Constant Bryson, LL.B.

WELLESLEY COLLEGE (1877)
Mary Barnett Gilson, B.A., M.A., LL.D.

RADCLIFFE COLLEGE (1879)
Cornelia Spencer Love, A.B., B.L.S.

CASE INSTITUTE OF TECHNOLOGY (1880)
Charles Everett Stine, B.S.

MISSISSIPPI STATE COLLEGE (1880)
James Thomas Conner, Jr., B.S.

PRESBYTERIAN COLLEGE (1880)
Marshall Walton Brown, B.A., M.A., Ped.D., LL.D.

UNIVERSITY OF SOUTHERN CALIFORNIA (1880)
David Gilbert Bradley, A.B., M.A., B.D., Ph.D.

DRAKE UNIVERSITY (1881)
Lewis J. McNurlen, B.A., M.A.

UNIVERSITY OF NORTH DAKOTA (1883)
Henry Andrew Doak, A.B., A.M.

UNIVERSITY OF TEXAS (1883)
William James Batke, Ph.D., D.C.L., LL.D.

MISSISSIPPI STATE COLLEGE FOR WOMEN (1884)
Burney Lynch Parkinson, B.S., M.A., Litt.D., Ph.D.

VIRGINIA INTERMONT COLLEGE (1884)
Josephine Nicholson Fishel, B.A., M.A.

BRYN MAWR COLLEGE (1885)
Mrs. David St. Pierre DuBose, A.B.

COLLEGE OF ST. THOMAS (1885)
Vincent J. Flynn, B.A., M.A., Ph.D.

NEWARK COLLEGE OF ENGINEERING (1885)
Robert Wallace Van Houten, B.S., C.E.

SOUTHWESTERN COLLEGE (1885)
Mrs. D. O. Seevers, A.B.

SPRINGFIELD COLLEGE (1885)
Raymond Pimlott Kaighn, Ph.B., M.A., M.H.

UNIVERSITY OF CHATTANOOGA (1886)
David A. Lockmiller, B.Ph., M.A., LL.B., Ph.D., LL.D.

UNIVERSITY OF TOKYO (Japan) (1886)
Sigeiti Moriguti, *Kōgakusi*

WINTHROP COLLEGE (1886)
Samuel Jesse McCoy, B.A., M.A., Ph.D.

CAMPBELL COLLEGE (1887)
Leslie H. Campbell, B.A., M.A.

GOUCHER COLLEGE (1888)
Clara Lyon McClamroch, A.B.
(Mrs. Roland McClamroch)

POMONA COLLEGE (1888)
Robert Dana Langdell, A.B., M.D.

AGNES SCOTT COLLEGE (1889)
Mildred Rutherford Mell, A.B., M.A., Ph.D.

ELON COLLEGE (1889)
Leon Edgar Smith, A.B., A.M., D.D., LL.D.

GEORGIA INSTITUTE OF TECHNOLOGY (1889)
Blake Ragsdale Van Leer, B.S.E.E., M.S.M.E., M.E., D.Eng., Sc.D.

MANCHESTER COLLEGE (1889)
Ray C. Petry, A.B., A.M., Ph.D., LL.D.

WESTERN CAROLINA TEACHERS COLLEGE (1889)
Paul Apperson Reid, A.B., M.A.

COLLEGE OF CHARLESTON (1890)
George Daniel Grice, B.S., M.A., LL.D.

COLORADO STATE COLLEGE OF EDUCATION (1890)
Audrey V. Dempsey, A.B., M.A., Ed.D.

CONVERSE COLLEGE (1890)
Edward Moseley Gwathmey, M.A., Ph.D., LL.D.

GEORGE WILLIAMS COLLEGE (1890)
Harry G. Sharp, B.S.

CALIFORNIA INSTITUTE OF TECHNOLOGY (1891)
Lee Alvin DuBridge, M.A., Ph.D., Sc.D., LL.D.

DREXEL INSTITUTE OF TECHNOLOGY (1891)
Cecil A. Kapp, E.E.

GEORGIA STATE COLLEGE FOR WOMEN (1891)
Guy Herbert Wells, A.B., M.A., LL.D.

LENOIR RHYNE COLLEGE (1891)
Homer Reginald Greenholt, A.B., Ph.D.

MEREDITH COLLEGE (1891)
Carlyle Campbell, A.M., LL.D.

PEMBROKE STATE COLLEGE (1891)
Ralph Dillingham Wellons, A.B., M.A., Ph.D.

MILLSAPS COLLEGE (1892)
E. L. Hillman, A.B., B.D., D.D.

UNIVERSITY OF NEW MEXICO (1892)
Sherman Everett Smith, B.S., Ph.D.

UNIVERSITY OF OKLAHOMA (1892)
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RHODE ISLAND STATE COLLEGE (1892)
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UNIVERSITY OF CHICAGO (1892)
Hugo Leander Blomquist, B.S., Ph.D.

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Mrs. Roby C. Robbins, B.A., M.A.

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Miss Thelma Bultman, B.A.

MONTANA STATE COLLEGE (1893)
John Martin Fjeld, B.S.E.E.

RANDOLPH-MACON WOMAN'S COLLEGE (1893)
Theodore Henley Jack, Ph.D., LL.D., Litt.D.

UPSALA COLLEGE (1893)
William Papanestor, A.B.

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Mrs. William Dykstra Miller, B.A., M.A.

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John Tyler Caldwell, B.Sc., A.M., Ph.D.

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Marshall Scott Woodson, A.B., M.A., B.D., Th.D.

WINGATE JUNIOR COLLEGE (1896)
Craven Cullom Burris, A.B., M.A.

LOWELL TEXTILE INSTITUTE (1897)
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SIMMONS COLLEGE (1902)
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PFEIFFER JUNIOR COLLEGE (1903)
Chi M. Waggoner, A.B., A.M.

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Luther Snow Lashmit, B.A., M.A.

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Dr. Anne G. Pannell, A.B., Ph.D.

GARDNER-WEBB COLLEGE (1907)
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PHILLIPS UNIVERSITY (1907)
William Robert Denney, A.B., M.Ed.

UNIVERSITY OF HAWAII (1907)
Tetsuo Shimamoto, B.S.

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Velma Dare Matthews, A.B., A.M., Ph.D.

MONTCLAIR (N.J.) STATE TEACHERS' COLLEGE (1908)
Charles D. De Shaw, B.S., Ed.M., Ed.D.

UNIVERSITY OF THE PHILIPPINES (1908)
Melecio S. Magno, B.S.E.M.

EAST CAROLINA TEACHERS COLLEGE (1909)
John Decatur Messick, Ph.B., Litt.D., Ph.D.

MADISON COLLEGE (1909)
G. Tyler Miller, B.S.

UNIVERSITY OF REDLANDS (1909)
James Russell Andrus, B.A., M.A., Ph.D.

KENT STATE UNIVERSITY (1910)
David Olson, A.B., M.Sc., Ph.D.

CONNECTICUT COLLEGE FOR WOMEN (1911)
Mrs. Robert B. Gustafson, A.B.

RICE INSTITUTE (1912)
William V. Houston, B.A., B.S. in Ed., Sc.M., Ph.D., D.Sc.

MARYWOOD COLLEGE (1915)
(Rev.) Edward T. Gilbert, M.A., Litt.D.

SOUTHERN METHODIST UNIVERSITY (1915)
Umphrey Lee, Ph.D., D.D., Litt.D., LL.D.

MONTREAT COLLEGE AND PREPARATORY SCHOOL (1916)
John Rupert McGregor, B.A., B.D., Th.D.

BLUEFIELD COLLEGE (1922)
Charles Lee Harman, B.S., M.S., Th.B., Th.M.

ASBURY THEOLOGICAL SEMINARY (1923)
Dr. Samuel Arthur Maxwell, A.B., B.D., S.T.B., M.A., Ed.M., D.R.E., D.D.

COLLEGE OF CHESTNUT HILL (1924)
Miss Margaret Murphy, B.S., M.S.

HIGH POINT COLLEGE (1924)
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SOUTHEASTERN LOUISIANA COLLEGE (1925)
Miss Anna Pipes Davis, B.S.

SARAH LAWRENCE COLLEGE (1926)
Mrs. Robert Barrett Lawson, B.A.

UNIVERSITY OF MIAMI (1926)
Jay F. W. Pearson, B.S., M.S., Ph.D.

BOB JONES UNIVERSITY (1927)
Robert N. Schaper, A.B., M.A., Ph.D.

PRESBYTERIAN JUNIOR COLLEGE (1929)
Louis C. LaMotte, M.A., Th.D., D.D.

REED COLLEGE (1934)
Mrs. Harry E. Davis, A.B.

UNIVERSITY OF HOUSTON (1934)
Walter William Kemnerer, B.A., Ph.D.

SAM HOUSTON STATE TEACHERS COLLEGE (1937)
Robert LeRoy Hershberger, B.S.

ROOSEVELT COLLEGE (1945)
Edward J. Sparling, B.A., M.A., Ph.D., LL.D.

CANBERRA UNIVERSITY COLLEGE (Australia) (1946)
Harold Leslie White

WILMINGTON COLLEGE (1947)
Dr. John T. Hoggard, M.D.

Delegates Of Learned Societies And National Educational And Professional Organizations

United Chapters of Phi Beta Kappa (1776)
Roy Griffith Hall, Jr.

The New York Academy of Science (1817)
Hardin Franklin Taylor, A.B., Sc.D.

The Franklin Institute (1826)
Andrew Sinnickson, B.S.

American Chemical Society (1837)
Paul Magnus Gross, B.S., M.A., Ph.D.

American Association of Physical Anthropologists (1846)
Thomas Dale Stewart, A.B., M.D., D.Se.

Smithsonian Institution (1846)
Thomas Dale Stewart, A.B., M.D., D.Se.

American Medical Association (1847)
Charles Franklin Strosnider, M.D.

American Association for the Advancement of Science (1848)
Clinton B. Clevenger, B.Sc., M.Sc., Ph.D.

Medical Society of the State of North Carolina (1849)
Roscoe Drake McMillan, M.D.

American Pharmaceutical Association (1852)
I. Thomas Reamer, Ph.G.

American Association of School Administrators (1865)
Charles Fisher Carroll, A.B., M.Ed.

American Philological Association (1869)
Robert Samuel Rogers, A.B., A.M., Ph.D., F.A.A.R.

American Public Health Association (1872)
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American Association of Museums (1876)
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Archaeological Institute of America (1879)
Anthony Pelzer Wagener, A.B., Ph.D.

American Society of Mechanical Engineers (1880)
Neil Hamilton Brown, B.S.M.E.

North Carolina Pharmaceutical Association (1880)
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Society of Biblical Literature and Exegesis (1880)
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American Association of University Women (1882)
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North Carolina Academy of Science (1883)
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American Clinical and Climatological Ass'n (1884)
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AMERICAN HISTORICAL ASSOCIATION (1884)
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AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION (1885)
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AMERICAN ANTHROPOLOGICAL ASSOCIATION (1888)
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GEOLOGICAL SOCIETY OF AMERICA (1888)
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WILSON ORNITHOLOGICAL CLUB (1888)
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THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE (1889)
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AMERICAN DIALECT SOCIETY (1889)
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AMERICAN JEWISH HISTORICAL SOCIETY (1892)
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AMERICAN PSYCHOLOGICAL ASSOCIATION (1892)
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AMERICAN SOCIETY FOR ENGINEERING EDUCATION (1893)
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AMERICAN NURSES' ASSOCIATION (1896)
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NATIONAL CONGRESS OF PARENTS AND TEACHERS (1897)
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ASSOCIATION OF AMERICAN LAW SCHOOLS (1900)
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ASSOCIATION OF AMERICAN UNIVERSITIES (1900)
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AMERICAN ASSOCIATION OF PATHOLOGISTS AND BACTERIOLOGISTS (1901)
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NATIONAL SOCIETY FOR THE STUDY OF EDUCATION (1901)
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STATE LITERARY AND HISTORICAL ASSOCIATION OF NORTH CAROLINA (1901)
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NORTH CAROLINA LIBRARY ASSOCIATION (1904)
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CARNEGIE FOUNDATION FOR ADVANCEMENT OF TEACHING (1905)
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NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (1907)
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AMERICAN HOME ECONOMICS ASSOCIATION (1908)
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AMERICAN SOCIETY FOR CLINICAL INVESTIGATION (1908)
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AMERICAN SOCIETY OF ANIMAL PRODUCTION (1908)
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NORTH CAROLINA LIBRARY COMMISSION (1909)
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SPECIAL LIBRARIES ASSOCIATION (1909)
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AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS (1910)
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AMERICAN SCANDINAVIAN FOUNDATION (1910)
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CARNEGIE CORPORATION OF NEW YORK (1911)
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NATIONAL LEAGUE OF NURSING EDUCATION (1912)
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AMERICAN ALUMNI ASSOCIATION (1913)
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AMERICAN COLLEGE OF SURGEONS (1913)
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AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (1915)
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ASSOCIATION OF AMERICAN COLLEGES (1915)
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MATHEMATICAL ASSOCIATION OF AMERICA (1915)
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NATIONAL UNIVERSITY EXTENSION ASSOCIATION (1915)
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AMERICAN SOCIETY OF ICTHYOLOGISTS AND HERPETOLOGISTS (1916)
Joseph Randle Bailey, A.B., M.S., Ph.D.

NATIONAL ASSOCIATION OF COMMISSIONERS, DIRECTORS AND SECRETARIES OF AGRICULTURE (1916)
Lynton Yates Ballentine, A.B.

AMERICAN COUNCIL ON EDUCATION (1918)
John Eli Ivey, Jr., B.S., Ph.D.

AMERICAN STANDARDS ASSOCIATION (1918)
Thomas Daniel Jolly, Hon.D.Eng.

AMERICAN COUNCIL OF LEARNED SOCIETIES (1919)
Kenneth W. Clark, B.A., B.D., Ph.D.

NORTH CAROLINA CONGRESS OF PARENTS AND TEACHERS (1919)
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AMERICAN ASSOCIATION OF JUNIOR COLLEGES (1920)
Louis C. LaMotte, M.A., Th.D., D.D.

NATIONAL BUREAU OF ECONOMIC RESEARCH (1920)
Oswald W. Knauth, Ph.D.

SOUTHEASTERN LIBRARY ASSOCIATION (1920)
Benjamin Edward Powell, A.B., B.L.S., Ph.D.

AMERICAN ASSOCIATION OF SOCIAL WORKERS (1922)
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GENETICS SOCIETY OF AMERICA (1922)
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THE AMERICAN LAW INSTITUTE (1923)
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AMERICAN HEART ASSOCIATION (1924)
Edward Stewart Orgain, M.D.

AMERICAN SOCIETY OF PARASITOLOGISTS (1924)
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LINGUISTIC SOCIETY OF AMERICA (1924)
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JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION (1925)
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NORTH CAROLINA STATE ART SOCIETY (1927)
Katherine Pendleton Arrington, LL.D.

SOUTH ATLANTIC MODERN LANGUAGE ASSOCIATION (1927)
George Byron Watts, A.B., A.M., Ph.D.

ASSOCIATION OF AMERICAN UNIVERSITY PRESSES (1928)
Ashbel Green Brice, B.A., M.A.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (1931)
Hattie S. Parrott

ASSOCIATION OF RESEARCH LIBRARIES (1932)
Jack Dalton, B.S., M.S.

ARCHAEOLOGICAL SOCIETY OF NORTH CAROLINA (1933)
Douglas LeTell Rights, A.B., B.D., S.T.B., D.D.

THE NATIONAL ARCHIVES (1934)
Thad Page

NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS (1934)
Phil Blasier Narmore, B.S., M.S., Ph.D.

SOUTHERN HISTORICAL ASSOCIATION (1934)
Joseph Clarke Robert, A.B., A.M., Ph.D.

AMERICAN POTASH INSTITUTE (1935)
Harvey Blount Mann, B.S., M.S., Ph.D.

AMERICAN SOCIETY OF PLANNING OFFICIALS (1935)
Herbert Walter Stevens, B.S., M. City Pl.

PSYCHOMETRIC SOCIETY (1935)
G. Frederic Kuder A.B., M.A., Ph.D.

SOUTHERN UNIVERSITY CONFERENCE (1935)
Harvie Branscomb, B.A., M.A. (Oxon.), Ph.D.

SOUTH-CENTRAL MODERN LANGUAGE ASSOCIATION (1939)
Leonard B. Beach, A.B., M.A., Ph.D.

SOIL CONSERVATION SOCIETY OF AMERICA (1941)
Aaron Asberry Cone, B.S.

SOUTHEASTERN ASSOCIATION OF GAME AND FISH COMMISSIONERS (1945)
Clyde P. Patton, B.S., M.S.

SOUTHERN SOCIETY FOR CLINICAL RESEARCH (1946)
George Thomas Harrel, Jr., A.B., M.D.

BOARD OF CONTROL FOR SOUTHERN REGIONAL EDUCATION (1947)
John Eli Ivey, Jr., B.S., Ph.D.

FOREST PRODUCTS RESEARCH SOCIETY (1947)
Richard A. Hertzler, B.S.

SOUTHERN HUMANITIES CONFERENCE (1947)
Kenneth Willis Clark, B.A., B.D., Ph.D.

PROFESSIONAL ENGINEERS OF NORTH CAROLINA (1950)
M. Frank Wooten, Jr., B.S.

The Faculties Of The Consolidated University Of North Carolina

(In the Academic Procession)

Alice K. Abbott, A.B., A.M.
Charles M. Adams, A.B., A.M., B.S.
Elizabeth Adams, B.S., A.M., Ph.D.
E. M. Adams, A.B., A.M., Ph.D., B.D.
J. Edison Adams, B.S., A.M., Ph.D.
Maude L. Adams, A.B., A.M.
Nicholson B. Adams, A.B., A.M., Ph.D., Litt.D.
Raymond Adams, A.B., A.M., Ph.D.
Dorothy C. Adkins, B.S., Ph.D.
Ernest Marvin Allen, Jr., A.B., A.M.
Walter Allen, Jr., A.B., Ph.D.
J. Lewis Allison, B.S., M.S., Ph.D.
Fred J. Allred, A.B., A.M.
H. Hugh Altvater, A.B., M.Mus.
Carl E. Anderson, B.S., Ph.D.
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Roy Nels Anderson, A.B., A.M., Ph.D.
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L. O. Armstrong, B.S., M.S.
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Edna Arundel, A.B., A.M., Ph.D.
C. M. Asbill, Jr., B.S.
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Leonard W. Aurand, B.S., M.S., Ph.D.
Anita A. Ayala, A.B., A.M.
William B. Aycock, B.S., A.M., J.D.
Willard F. Babcock, B.S., M.S.
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Stewart R. Baker, A.B.
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Richard Bardolph, A.B., A.M., Ph.D.
Frederick S. Barkalow, Jr., B.S., M.S., Ph.D.
Key L. Barkley, A.B., M.A., Ph.D.
Susan Barksdale, A.B., A.M.
Luther W. Barnhardt, A.B., A.M.
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William R. Barrett, A.B., A.M., Ph.D.
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Margaret Blee, A.B., A.M.
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INAUGURATION, GORDON GRAY OCTOBER 10, 1950

DELEGATES INFORMATION

1. We welcome you to N. C. State College.
2. Delegates are assigned individual numbered chairs. Your personal items will be safe. Please get such items immediately after the ceremony. During lunch, they may be left in check room in front of the Cafeteria.
3. The room marshal is at your service. He is a college instructor, and will be glad to assist you with any problem. For services outside the room, please go to room 115 just down the hall. Ask your marshal for directions. Marshals will be there and at your service.
4. For first aid - ask your room marshal.
5. Location of rest rooms - down the hall.
6. Travel service - go to the desk at the entrance. Ask your marshal for directions.
7. Processional Procedure: The processional will march exactly at 10:30 A. M.
   a. You will be alerted 10 minutes prior to the march, at which time please go stand on your number in the hall. Marshals will assist you in lining up. They have a master sheet of all names and numbers.
   b. You will receive a preparatory signal 2 minutes prior to the march.
   c. You will be seated when you get to your seat. Everyone will rise as the presidential party arrives. The signal will come from the stage.
   d. There will not be a recessional.

IMPORTANT: After the program you will proceed to the Cafeteria which is about 300 yards from the Coliseum. Follow the signs. There will be buses parked at the east side entrance in event you would like to ride.

Chief Marshal

JUL 1 81949

HC 81 ~~RDC~~ ~~RWJ~~ ~~FAC~~ HmP

IF WE WOULD KEEP THE UNIVERSITY FREE, WE MUST KEEP IT FREE FROM THOSE WHO WOULD DESTROY IT

A REPORT TO THE BOARD OF TRUSTEES "ON COMMUNISM AND THE UNIVERSITY," BY THE COMMITTEE OF CHANCELLORS MAY TWENTY-FOURTH, 1949

AMERICA'S FREEDOM had its beginnings on the shores of North Carolina. . . . In 1587, Sir Walter Raleigh's first colony landed on the coast of what is now our State and there kindled "freedom's holy light." . . . The hopeful flame flickered and faltered, but its gleam lighted the way across the Atlantic for thousands of freedom-loving men and women who came to found America—sweet land of liberty.

So, there is historic reason why right here in North Carolina freedom is cherished as dearly as it is anywhere else on earth.

To perpetuate this freedom, since the days of Fort Raleigh, many generations of noble men have fought and died. . . . To bulwark this freedom with intellectual foundations, our Revolutionary forefathers came home victorious from Yorktown and founded in Chapel Hill the first University of the people in all the world. . . .

Other sons of freedom established free universities throughout the land of the free and for over a century and a half these great liberal institutions have played a vital part in making America the most powerful nation in all history, a great force for good among mankind, and the leader of the entire democratic world. . . .

Treasures beyond description are ours—spiritual, cultural, intellectual, scientific and material.

We have builded strong and crusading religious faiths. We have two and one-half million students in colleges and universities (more than all

the rest of the world combined.) We own 85 per cent of the world's automobiles, and 58 per cent of the world's newspapers. With less than 7 per cent of the world's population, living on only 6 per cent of the world's land, we produce one-half of the world's goods. We generate one-half of the world's electricity. Our people have 50 million savings bank accounts; and 75 million Americans hold almost 200 million insurance policies.

This wealth is not enjoyed by a limited few. It is shared by all. Our workers, with the shortest work-week in the world, receive the largest wages and enjoy the highest standard of living ever known.

The history of man records no parallel to the United States. And all this has been achieved in the freest and most democratic nation ever developed.

THE IRONIC CURTAIN

Men the world over who are permitted to know about America's record of achievement look to this free land as the hope of mankind . . . But the Soviet Dictatorship hides the Story of America from all peoples held as blinded slaves behind the Iron Curtain; and, at the same time, the Communists deploy their agents to undermine the very freedom that has made America so great . . .

Some shrewd observers say with cold-blooded frankness that democracy is not winning the struggle with the Soviet Dictatorship. . . . International Communism, they say, is gaining momentum all the way from China to Chapel Hill. . . .

Of course, the Communists would like to destroy the University of North Carolina . . . Why? Because it is FREE! It is the free University that the Communists fear, the free University that produces free men like you and me. . . . The Communists know that Communism will not live long in a land where men are free. . . .

TIME FOR DECISION

The Communist threat calls for straight thinking and prompt action. . . . This is neither a time for Communist Revolutions nor for anti-Communist Resolutions. . . . It is a time for cool heads; rather than hot headlines.

The decision that our Board of Trustees makes today will determine whether the University of North Carolina will continue to be a constant compass guiding free men to Truth or become a mere weather-vane whose direction is determined by the way the current winds of fear are blowing . . .

If we would keep our University free, we must keep it free from anyone who would destroy it. . . .

We must never forget that a free University can be destroyed as quickly by its friends as by its enemies . . .

At the same time, we do not believe that it is necessary for the University to commit suicide in order to prove to the world that it is not afraid of freedom.

The Communists are taking advantage of the unlimited freedom of our University. And if we are not realistic, prudent, and cautious, we may

discover, too late, that we have been latitudinarians (or platitudinarians) who have stretched our freedom and tolerance to the point that we have been unwitting "collaborationists" of the Communists.

FREEDOM FOREVER

The University of North Carolina, for almost 160 years now, has been the foundation stone for the faith of a people who, under God, are determined to keep freedom forever as the firm basis for the fulfillment of all their powers. No university anywhere in the world stands more steadfastly for the freedom of the human mind and spirit—for freedom of thought, freedom of speech, and freedom of action. . . . But we must keep the University free from those who would destroy it.

COMMUNISM NEVER

The University of North Carolina, in all three of its institutions, stands united—unequivocally opposed to Communism. We are against Communism because the Communists would destroy American freedom and supplant it with Soviet Dictatorship. We are against Communism because the Communists would destroy free universities like the University of North Carolina.

Look at the Communist record. Wherever the Iron Curtain has enshrouded a nation, the Communists first destroyed the Churches, then they destroyed the Universities . . .

There is only one avowed Communist Party member now teaching at any of our three institutions. His appointment is temporary and it expires June 1, 1949.

We do know of several alleged "Communist sympathizers," or so-called "fellow-travellers." The University Administration, however, is firmly convinced that we should not conduct any "spy-hunt" or "witch-hunt." These persons were employed in good faith, they have all signed the oaths of allegiance to the Constitutions of the United States and the State, as required by the Board of Trustees since 1941. The "eyes" of the FBI and the SBI are on them; and we strongly recommend that all detective activities in this connection be left to these "professionals" who are trained for the job.

KEEP THE FAITH

The Consolidated University Administration recommends and urges that the Board of Trustees leave the Communist problem in the hands of the Administrative Officers and the Faculties of the Consolidated University. If the Board of Trustees will put its trust in us, we believe that we can keep the Faith—keep Faith with you, keep Faith with our Founding Fathers, and keep America's first free University faithful to the principles of American freedom.

THE COMMITTEE OF CHANCELLORS

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WORK MEMORANDUM
FEB. 15-18th

MAR 30 1953

THE PRESIDENT'S COMMITTEE
MEETING THURSDAY, FEB. 19th
At 3:00 P. M. FACULTY ROOM

PRELIMINARY CONSENSUS ON PROCEDURES, TOPICS, AND QUESTIONS BASIC TO WORKING AGENDA FOR GROUP CONFERENCES

A
Consensus on Working Assumptions

I. The dates of the Conference will be Tuesday, March 3rd beginning at 9:30 A. M. and extending through Wednesday Evening's session, March 4th

II. The main theme of the Conference will be "The Mission of the University." This thread, together with two others, will run through the total conference fabric, on the four selected levels of study. The first is a clearer documentation of the total university structure and a richer integration of the inter-institutional functioning of the three branches. The second is the quest for more articulate and mature public relations -- inferences within the framework, on the one hand, of the total mission of the University, and on the other, of the specific tasks and functions in each unit.

III. This first of the proposed annual conferences, however, will be limited to four main situations.
   1. Undergraduate teaching
   2. Research and graduate teaching
   3. Student-faculty relationships
   4. The integrated mission of the total university in the service of the State

IV. The Conference will work on four levels:
   1. The addresses of Presidents Gray of North Carolina and Griswold of Yale.
   2. The working-study conferences with some twenty-four seminar groups and one evening all-member group meeting of the entire conference group.
   3. The final evening assembly of the total faculties
      a. Hon. Charles Carroll, State Superintendent of Public Instruction, presiding and addressing the Conference
      b. The formal presentation of the written findings of the Conference
      c. President Gray receives the Reports with final Appraisals of the Conference.
   4. Charts, graphs, statistics of the administrative structure of the total University and its several units will be on Display throughout the Sessions

V. The Detailed program will be substantially as follows:

Tuesday:

9:30 - 10:00.	Registration, Carolina Inn
10:15 - 11:15.	Address by President Gordon Gray, Building "A" Auditorium, Business Administration Buildings.
11:30 - 12:00.	Organization of group seminars. Building "C," special rooms, Business Administration Buildings.
1:00 - 2:30.	Address by President A. Whitney Griswold of Yale University, Ball Room, Carolina Inn.
3:00 - 5:00.	Group Conferences, Building "C".

8:00 - 10:00. Realistic Attainments in the College Ideal, Assembly, Building "A" Auditorium

1. Dean James A. Hilton, Presiding, and presenting discussion of the evening theme by President Logan Wilson of the University of Texas
2. Chancellor E. K. Graham of Woman's College Unit
3. Chancellor J. W. Harrelson of State College Unit
4. Chancellor Robert B. House of The University at Chapel Hill

Wednesday:

9:00 - 10:30. Group Conferences, first round, "C" Building

10:45 - 12:30. Group Conferences, second round, "C" Building

1:00 - 2:30. Optional informal group lunch in further study of "Research and Graduate Teaching"

3:00 - 5:00. Consolidation of Reports and Other Appropriate Meetings

7:00 - 10:00. On the Mission of Education in North Carolina: Lenoir Hall - Dinner Session

1. Hon. Charles Carroll: presiding: Higher Education and the Public Schools
2. The Chairman: Each of Four major Aspects of the University's Work: Reporting Findings
3. President Gordon Gray: "Response and Challenge"
4. The University Glee Club

B

Consensus of Approach

I. This is a new venture. With reference to the tasks ahead of us, so far as we know this is the first conference of its kind to be undertaken anywhere. The President's conceptualization is distinctive in the nature, need, and possibilities of its accomplishment, as well as in the recognition of the hard and devoted work necessary. By the same token, then, this is an unusual opportunity which transcends for the next two weeks some of our other commitments and emergencies.

II. It is a task for busy and diverse faculties, and it is understood that participation in this conference is especially voluntary. It is recognized that many of our best teachers may have peculiar assignments or commitments or personal situations which will not permit of full participation. Others do their work best as individuals rather than in committees, while some may feel that they do not know enough about the main themes to accept assignments. So, too, since this year's conference is limited, it is quite likely that some members will prefer to participate in subsequent conferences. In any case there are abundant reserve faculty members adequate to fulfill the needs of the seminars as planned.

III. It is a conference primarily of, for and by, the teaching and research faculty, as stated in President Gray's letter. This means all the faculties, in so far as subjects, time, and perspective permit, from the youngest to the oldest, and from every constituent unit of the total university system and all its departments and divisions. By the same token, it is hoped that representation in the working groups may be as complete as possible and that on the final evening we will have as literally as possible a faculty meeting of the entire group both to receive the findings and to give physical testimony to a total faculty morale, and to represent in symbol at least the unfinished tasks of this first conference.

IV At the same time, many faculty members have administrative functions and are especially equipped to diagnose needs and ask relevant questions of the total faculty members. Academic administrative heads will naturally participate in two ways. First, most of them are actual teachers in the working faculties. In the second place, those who are administratively directing the several institutions, schools, divisions, and departments are, even as the President, asking for help and information, on the one hand, and on the other contributing suggestions and proposing certain questions to be answered.

V. The conference will be free and positively oriented, featuring, not generalities or minutiae, but concrete reality capable of definition, identification, and action sequences. It will not be a conference of protest, debate, or the argumentative presentation of exclusive "causes" or specialisms. By the same token, it will not feature either a catalogue of deficiencies, complaints, on the one hand, or of past achievements and current excellence. It will be a positive, critical, self examination in terms of diagnosis and definition and of identification and remedy. It will ask not only what is true but what else is true; not only what are facts relevant to particular situations but to other situations as well, from the interrelationships and perspective of which findings will be resolved. While seeking reasonable consensus and uniformities, the conference objectives assume no rules of standardization.

VI. It is agreed on all sides that the time is short for so difficult a task; but that the desired qualities of spontaneity and intensiveness of discussion rather than research or formal study may probably be best achieved by quick and concentrated efforts. The difficulties are underlined by the complexity of the total university system, by the extraordinary social change taking place, and the challenge being made to all higher educational institutions; by the fact that there are few, if any precedents for many next steps, and by the fact that the public is asking many questions that can be answered well by the faculties but by no one else.

VII. The difficulties and, by the same token, the possibilities are enhanced by possibilities of the Conference becoming an annual attainment even as the present one is a concrete and bold experimentation. That effective results might contribute much to the renewal of university spirit and morale, here and elsewhere, i.e. an incentive for the President's Committee to achieve pioneering results commensurate with his conceptualization of the need.

C
On the Need and Timeliness of the Conference

I. From President Conant's last report to the Harvard Board of Overseers, we note several sentiments which seem to re-emphasize the point of departure for the President's conference on "The State of the University," and its total mission. For instance, referring to popular criticism of colleges and universities, President Conant says, "Among the reasons for this change in the popular attitude towards institutions of higher education is the failure of colleges by their collective action to demonstrate the nature of their primary task." In another instance, speaking of current needs, he insisted that in no single matter can greater services be rendered than "an insistence that each college be judged primarily by its services to the nation as an educational institution." In still

another instance, referring to rumors and criticisms he says, "like most rumors about colleges this is completely false" and adds that "one of the urgent tasks that lie ahead," is that of informing the constituencies in "the far away communities" about the colleges. Coming from a natural scientist his emphasis upon the humanities is significant: "the basic problem of the humanities is a spiritual and moral problem," to which is added "the tradition of the continuing triumphs of the creative human spirit."

II. These simple statements of reality remind us that, in addition to the main objectives stated by President Gray, there is an extraordinary opportunity and a binding obligation upon the faculties for self examination and for the renewal of a great college and university morale that seems nearly everywhere to have been weakened by default rather than intent. These comments and our observations in many institutions are reminders that faculties of colleges and universities everywhere are being tested and challenged for positive renewal and creative initiative to meet changes rather than, on the one hand, to slip into the conventional habit of negative protest and on the other, lapsing into insensitiveness to the needs and opportunities of higher education and cultural continuities.

We know that in our profession of college and university teaching and research we find the nearest approximation to both the attainment of ideals and the rendering of a good account of our capacities to serve a generation articulate with expressed needs. We not only know this is true in general, but we believe it to be true in our own cases. We know that there is crisis in the university world, a part of which lies in the misunderstanding by the people of what the university mission is. And yet, by default we may be letting the situation get away from us. There seems to be agreement among many faculty members that there may be a tendency for us to become intellectual "consumers," complaining of the services rendered by the University administration rather than creative producers devising new contributions and new ways of individual cooperative attainments. On the other hand, in so far as the role of the faculties is one of critical analysis, unless and until there is sound and advanced study resulting in both reasonable consensus of mission and methods, in the framework of essential diversity, and a realistic understanding of the problems of university administration, finance, and public relations, faculties must fall short of attaining their heritage.

D

On Cataloguing, Defining, and Identifying Questions and Topics

I. Although there is no inclination to dictate the nature and number of topics to be discussed and questions to be asked and answered, most conferences function best with a prepared backlog of available questions that have been oriented to the limits of the conference. Another reason why these preliminaries are important is that they answer questions which nearly all faculty members ask and they save time by indicating both the general plans and something of the specific ways of going about the work. The consensus seems to be that we want a reasonable sampling that will not retard the initiative of participants in anyway and that the catalogues here presented will be freely changed and completed by participants.

II. Of special timeliness is the report of the Visiting Committee of the University, a copy of which has gone to the President's Committee and copies are available for all participants. Note the timeliness in both range and subjects and also the spirit of the report. The President's call for the Conference on the Mission of the University had anticipated these items alongisde the many others that come from the University's self examination.

1. Note catalogue of problems and criticisms in the report of the University's visiting committee, at State College, at Woman's College, at Chapel Hill. See also, Standards and practices at all three institutions and the appeal for understanding of university needs. Note also, the sympathetic approach.

III. Sampling of Topics and questions suggested as basic to seminars: Undergraduate Teaching

1. Is it the consensus that our most important objective is that of strengthening the college level of university work?
2. Is the trend toward specialization in methods and scholarship likely to lessen interest in good teaching?
3. Should we re-examine the ratio between electives and required courses?
4. What general courses in the humanities, natural sciences, and social sciences appear to be most successful?
5. Is the problem of good teaching primarily one of methods and facilities or of teaching personnel and motivation?
6. Is it primarily of technical details such as size of student sections, hours of teaching and schedules?
7. What about the week-end absence from the college community?
8. Is the problem one of faculty judgment or complaint that students fall short in study and application to their college work?
9. Is the problem one of alleged poor teaching on the part of faculty members?
10. What other facets of the problem seem to need appraisal?
11. Should departments adopt a policy of having senior professors teach elementary courses for undergraduates?
12. Should the faculties themselves agree upon some consensus of balance between teaching and research?
13. Should the administration establish a certain number of distinguished professorships, the qualifications of which are primarily success in teaching?
14. What practices in other institutions are suggestive?

IV. Samplings of Questions on Graduate Teaching

1. Is our main objective that of identifying the situation and needs and of distinguishing between the college and university level and function research and graduate teaching with the definitions of University?
2. Is one emphasis that of defining the special needs of the state for concrete programs?
3. Is one need that of comparing research in our total university system with that of the best practices elsewhere?
4. Is one main emphasis that of maintaining research programs adequate for attracting the best faculty personnel?
5. Is it a problem of balancing research and teaching?
6. Is it a problem of balancing research opportunities between the natural sciences, humanities, and social sciences?
7. Is one need that of securing top level academic consideration of research programs and needs comparable to that now provided through deans for curriculum and teaching?

8. Should the university feature research professorships?
9. Can the several institutions work out a satisfactory and stable procedure for releasing a certain proportion of faculty members from full time teaching load?
10. What part of the present situation with reference to teaching loads needs to be re-examined?
11. Should the graduate instruction include a new special training for college teaching?
12. How much sponsored research? What criteria for its selection?
13. How much state and Federal support for basic research?
14. How provide adequate support to individual scholars for special scholarship researches?
15. How much organized research through institutes: in the humanities, in the social sciences, in the natural sciences?
16. How increase graduate scholarships and fellowships to be awarded through the graduate schools?
17. What added steps to increase endowments for research?
18. How interpret to the state the role and function of research?
19. What practices in research elsewhere are suggestive?

V. Samplings of Topics on Student-Faculty Relations

1. Is the problem primarily one of student complaint or dissatisfaction as expressed in articulate ways?
2. Is the problem one of complaint from parents to the effect that students do not have enough counsel and direction?
3. Is the problem one of conflict between students and administration on issues or protest with reference to various situations?
4. Is the problem one of conflicting views of the teacher's job?
5. Should every member of the faculty consider the obligation of student welfare a part of his job?
6. Is the concept of morality and civic responsibility still part of the teacher content?
7. What other facets of the problem seem most crucial?
8. What definitions at other institutions?
9. Is the best practice to assign a relatively small panel of professors as advisors to students?
10. Should a much larger panel of faculty members volunteer as advisors?
11. Should all teachers, with perhaps a few exceptions, assume some responsibility for personal relations and conferences with students?
12. Should the several faculties consider a renewal of the old concept of "the rewards of teaching"and by the same token add personal aspects of teaching to those of scholarly requirements?
13. How achieve both in general atmosphere and practice a closer relationship between faculties and students?
14. How achieve a closer and more cordial relationship between the president and students? the Chancellors?

VI. The Integrated Mission of the Total University in the Service of the State

1. Is the problem of a better knowledge by each of the faculties of the work of the others a crucial one?
2. Is the neglect of more inter-institutional fellowship and exchange of faculty a key problem?
3. Is the problem of lack of uniformities a real handicap?
4. Should the main objectives as studied in this conference be the basis for experiments in over-all group committees?
5. What are the main criticisms from the public as relates to the total university?

6. What with reference to each of the institutions?
7. What are the main functions of the faculties in relation to the earlier concept of the state as the extended campus?
8. What gains and losses are apparent in the University's services to the people?
9. Is the shortage of teachers and the low evaluation of the teaching profession due in any respect to the University's default training teachers?
10. What situations in other institutions are suggestive?
11. What specific inter-institutional activities need to be re-examined?
12. Can uniformities and stability be better attained through the adoption of certain uniform policies on the level of each major function -- teaching, research, etc.?
13. Or should special focus be upon the over-all interrelationships?
14. What reappraisal of extension education needs to be made?
15. What reappraisal of extension services needs to be made?
16. What special efforts for keeping in touch with the people should be studied?
17. What revision of professional and graduate instruction procedures need to be considered?
18. Should the total university add to its main structure a major administrative division of educational policies, university expansion, and services to the state, in addition to the other three: College and Teaching; University and Research; Professional Schools and Skills?

VII. What sort of Recommendations are likely to evolve from the seminars?

1. In addition to definitions of the situations and identification of problems there is still the crucial task of wording recommendations or pointing to specific action programs. In general there will be needed two main kinds, namely the general over-all type and the very specific. Samplings from each of the four areas may well occur as preliminary approaches.
2. In the field of research, to recommend over-all institutes for research with representatives from each of the institutions on the administrative board, for each of the main areas of research. Thus, there would be an institute for research in the humanities, and institute for research in the physical sciences, and an institute for research in the social sciences, and an over-all institute of statistics. There are several reasons why this might be advantageous. In the first place there are now no facilities and inter-institutional exchange or cooperation or promotion. Such institutes, would afford not only inter-institutional participation and mutual cooperation but, also, special opportunities for research participation by institute faculty members from smaller departments or for special new research which needs sponsorship. In the next place this would help to balance more equitably research and funds in the several divisions. Such an arrangement would be especially effective in initiating funds from foundations and also, through interpretation of the nature and needs for research through the state might provide many opportunities for alumni and other gifts. Such foundations might well constitute one of the best media for integration and would be of great stimulus and support to the graduate schools. In this way we may not only promote research but define it more effectively. (We know of course there are certain limitations to such an arrangement and, also, certain

objections offered, but this should only stimulate us to explore and work more effectively).

3. Should the Graduate School feature the training of Research Students for college teaching, in the light of needs for better teaching and the probability that most of them may begin their careers by teaching.
4. Should two or three major departments experiment with teaching seminars as part of the requirement for degrees.
5. Should there be a university teachers' association in each institution in which common grounds would be somewhere between the unreasonable assumptions of the old stereotypes that all a teacher needs is knowledge and the other that all he needs is methods?
6. What about asking a very carefully selected small group of students to sketch the premises of an ideal type of faculty-student relations which the students themselves would support continuously?
7. What is the best arrangement for realizing most on the many facets of teaching and training for recreation and leisure-time activities: on the college level at the three institutions? On the graduate and professional level at Chapel Hill? On cooperation and integration in the three Institutions?

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MAR 30 1953

SUMMARY

OF

CONSERVATION CONGRESS

November 17, 18, 19, 1952

By

DR. HOWARD W. ODUM

Kenan Professor of Sociology

University of North Carolina

SUMMARY OF CONGRESS

Dr. Howard W. Odum, Kenan Professor of Sociology
University of North Carolina

FOR A RICHER AND BETTER BALANCED RESOURCE DEVELOPMENT
Summary and Interpretation of Findings

I

From yesterday when North Carolina was being carved from a powerfully rich nature-endowed region of a new continent which was set to lead a new kind of world, to today when once again North Carolina, its region, and its Nation are cast in the role of leadership of another new world of a different sort, seems to us scarcely more than a watch in the night, now that it is past. Yet it has been, as the pilgrimage of a generation goes, a long time and North Carolina has gone a "fur piece" since then, through devious ways in works and days and a sure providence that has preserved and prospered us.

From Old to New

From a few pioneers, ox-driving in a wilderness along river trails, bubbling springs, and mountain passes, with fishing hooks and squirrel guns, we have grown to more than four million people speeding in almost a million motor cars on thousands of miles of surfaced highways or flying in jet-propelled planes at rocket speed and firing weapons possibly available, capable of destroying our own National Capital of the new earth with a single shot again heard 'round the world or with one cubic inch of poison capable of killing 150 million people. Instead of the pioneer's awe-inspiring gazing at the stars or his children's reciting

Little star so far so far
How I wonder what you are,

our nation has million pound telescopes peering a billion years into space, a light year being the distance that light covers in one year, namely, nearly six quadrillion miles; and we have the nation's most publicized scientists surmising about the stars so big, so big and so many, that there may be possibly four quadrillion planets upon which other human beings may live and move and have their being.

Instead of the long, lonesome days and nights and weeks and months with little outside communication of any sort, now nearly all of us can listen to nearly everything from nearly everybody's representative from nearly all over the world and with the total world now being designated

as one community of a little over two billion people. From then to now, unbelievable: speed machines that travel faster than sound; "satellite rockets" that circle the earth and contact the moon; letters flashing around the world at the speed of lightning; 1047 pages of Gone With the Wind copied and delivered to the Library of Congress in two minutes. And what we hear, over a hundred million radios, and see on fifty million television sets in prospect, informs us and instructs us, shocks us and soothes us, terrifies us and entertains us. And where on Sunday the earlier settlers' children heard the melody

How sweet the name of Jesus sounds,
In a believer's ear,

the children of late and soon hear daily sung the immortal

How mild, how mild can a cigarette be,
Try the thirty-day test and see.

And they read something over fifty million comic books from kindergarten level to high adolescence. And instead of the early county newspaper handprinting a few copies; there is a new technique by which a California newspaper may be project-printed in New York. A single press can now print as many as a million copies a night with a total of as many billions papers distributed daily as can be absorbed, while in the nation no less than 41 periodicals have a circulation of over a million copies.

Unprecedented Progress and Changing Values

The primeval forests which were anything but major prime resources in the earlier days when land for cultivation was first and where forests and trees seemed as obstacles of progress, have now become not only a great basic foundation of wealth but first-ranking problems of resources and resource use and waste, even as have the streams of waters and the abundance of nature's wild life of flora and fauna, and the ever-widening recapture of nature's parks and playgrounds, through travel and recreation for tourists and homefolks. I remember an uncle of mine who bought 100,000 acres of South Georgia yellow pine for a dollar an acre and boasted of putting it off on another buyer for two dollars. His forest would now be valued in the millions. Of the trees, if only God can make a tree then man has made that tree a powerful resource as when, for instance, its pulp is transformed into paper of which there are 18,000 different kinds and products. Of the inland waters progress from then to now has set the incidence for major problems of civilization — water for power and industry, for urban centers and rural villages; for navigation and commerce; for sanitation and health; for watersheds and erosion; for irrigation and chemical research. And for the coastal waters and maritime shore lines, with their powerful resources of fisheries, port transportation, exports and imports, strontium and sea gold, oceanographic

and limnological research -- yet, all that we have done is little more than the evening and the morning of the first day.

Almost Unlimited Resource Potentials

From the simple commodities and tools and "know how" of our earlier days the multiplication of quantitative and qualitative commodities stretch the imagination to comprehend and test the knowledge and skill of the technician. To cite a few illustrations: one category from foreign trade statistics, namely, commodity classification for listing commodities, provides for code numbers up to 999990 with perhaps a hundred thousand items so technically named as to illustrate the point that resources are identified with the uses to which inventive genius can create for them. Another example is that of industrial chemistry where it requires a ten volume encyclopedia to deal with methods used by American processing industries covering the field of chemical technology. Hundreds of lesser examples of the multiplication of resources by research and invention may be found in the standard classification and coding of products of forestry, fats and oils, of textiles and tobacco, of minerals and manufactures and in the quantitative range of a nation that now produces and uses more coal, oil, motors than all the rest of the world.

Great Changes Also in Governmental Obligations

Our list is already almost too long for merely illustrative purposes of the backgrounds upon which we must plan wisely our present and future resource development and use. Yet the core of much of our planning and providing must somehow be identified with governmental services and procedures. Here the distances between the earlier frontier resources and current public services appear about as startling as anywhere else. From Thomas Jefferson's theories that the government is best which governs least and his miserly $15,000,000 for the Louisiana Purchase, we have a proposed national budget something like 5666 times as much and a Federal debt more than three times that -- the one from 75 to 85 million dollars and the other upwards of $258,000,000,000. To put it more roundly the United States often spends nearly as much per hour as all of Jefferson's Louisiana Purchase. The average tax payments of most American citizens is perhaps more than double what the average income was in any of the earlier periods. And we smile at the alleged fine of a New York citizen for failure to have an auto use tax stamp on his windshield which fine was three times the story-book amount paid the Indians for all of Manhattan. And there is the corresponding public service to the aged alone of one and a quarter billion dollars paid to two and a quarter million persons, reflecting the needs for conserving our human resources.

. . . . . .

Yes, we have gone a long way and North Carolina has in more recent years accelerated the rate of change in many aspects of our economy and resource development more than the nation as a whole. We are interested in that and we pause to acknowledge our debt to the people who achieved so much — the great body of citizens and their leaders. But we are still more interested in stock taking of what we have now and of what we expect to happen in the future to make, for instance, the next fifty years immeasurably better than the last under the direction of this new generation and under the pressure of the atomic-hydrogen era and the new crisis of balancing humanity with technology, culture with civilization.

When we come to summarize and interpret the very great wealth of materials and facts presented in our integrated panel on North Carolina resources; and a still greater wealth of potentials waiting to be turned into power, we want to identify our considerations with the most realistic framework possible, consistent with the structure of our State government and our community enterprises and consistent with such sound specifications and motivations as will insure success. These can apparently be best integrated in an interconnected series of premises.

Every Community, Resources, and Social Change

First, in the light of our emphasis upon the phenomenal progress which has been made up to now, perhaps our first testing ground should be the role of every community in North Carolina taking stock of its resources and then going all out for their development and wise use including the balanced program of work and integrated in the total State program and always, a first task is that of maturity and quickness in adjusting to the accelerating social change inevitably facing us, with the consequent problems and hazards involved. Governor Kerr Scott has consistently emphasized the determinant factor of developing a high degree of competency to meet and adjust to changing conditions. Specifically and positively the role of resources and State and community functions is clearly dominant in any post-catastrophic period of reconstruction or rebuilding on the assumptions of dangers so freely predicated by so many scientists and publicists. Always the people and their resources in the places where they live are the irreducible minima for rebuilding. By the same token, there is no substitute for developed and wisely used resources in programs of civil and military defense. The third facet of this premise is that we should never have to wait for emergency to force us to conform to the sound principles of recapturing the powerful adjustment of community and region, of decentralization and responsibility for better balanced achievements by all the people. In this respect both North Carolina's new Governor, Umstead, and Lieutenant Governor, Hodges, have recently stressed these aspects of community priority.

Resources and the Well Balanced State

Another realistic basis upon which to project our activated programs of resource development is the objective of the well balanced state. Many years ago Professor Franklin H. Giddings of Columbia University studied all the states in much detail and concluded that North Carolina was the best balanced in the Union. Walter Hines Page preached that doctrine also and most of our recent governors have kept that goal in view. Governor Scott has specially moved in the areas of roads, communications, power and schools in the direction of a number of the main facets of the balanced state. And North Carolina's 1950 census shows an almost perfect three-fold balance as between rural farm, rural non-farm, and urban people. The premises of the balanced state are peculiarly realistic for resource development and use in both the concepts of competitive needs and enterprises and in the balancing of occupation and opportunity for all the people. For balance means not only between agriculture and industry, between country and city but balance and variety within agriculture and industry themselves. It means not only parity for the farmer but equal opportunity for roads, markets, schools, communications and other services as well as the relative balance in population as between and among the rural farm, the rural non-farm or village and the urban; and it means the relative balance between and among occupations, agriculture, industry, commerce, social and distributive service, professional and as many multiplied new workers as may be needed. It means balance as between progress in buildings and wealth and the needs of all the people in security, health, corrections. It means needs and operations, opportunities and obligations, in wise choices of what to do and what to leave undone, all balanced against each other. It means balance between the theoretical and ideological and the practical, between research and action in the framework of the hard reality of a go-forward North Carolina program.

Another sound premise is the dynamic goal-conscious educational concept of North Carolina, itself defined and envisaged as synonymous with the development of the resources of a lovely land and the costs of their waste, exclusive of any special crisis or expected catastrophe. That is the picture of North Carolina and the picture of her resources. This concept has been well embodied in the North Carolina Resource Use Committee so faithfully chairmanned by the late Clyde Erwin and administered by Richard Weaver and aided by many of those in this conference. And in this concept, the human and institutional resources were vividly reflected in more than three score organizations working together in both the conservation of resources and the practice of leadership.

State Planning

Another frame of reference with which to test and develop a program of resource, conservation, development, and use, is that of state planning

for the better integration and bolder creative effort in all state activities and utilizing more of the combined leadership of public services and voluntary citizen cooperation while realizing also more of research and professional endeavor. The specifications for state planning afford at once both great opportunity and current dilemma. Great opportunity because it is in the realm of resources that we need long time planning, integrated and interconnected action, skills and strategy to insure success and avoid waste, and sound theory to insure wisdom in choosing what to do and stability in the way we do it. On the other hand, social planning always presents a dilemma in that it has not matured its conceptions nor developed a trained leadership nor has it convinced the people that its infringement on local and community rights will not be contrary to the democratic way of life. It might well be that the most valuable contribution of this symposium would be to challenge North Carolina to explore more maturely the whole problem of state planning as the best and nearest common sense way of going forward with a wholesome balance between governmental coercive procedures and voluntaristic civic cooperation. The adjustment of state and regional plans to national functional plans might provide an advanced process framework which would advance our local ends and at the same time stabilize institutional arrangements. North Carolina has not been successful in this type of planning, apparently due to many factors: a lack of unity in promoting the state planning boards; the lack of clearly defined objectives; the relative failure of leaders in this field, and the lack of adequate legislation.

Testing Grounds for a Governor's Administration

A still more specific premise upon which to examine our resources is that of taking stock of achievements, of trial and error, successes and failures, of each governor's administration and what his heads of divisions and departments have achieved in the framework of given opportunities. By the same token, a main objective would be both to contribute to a better understanding and integration of the many faceted state government and to request and utilize more effectively assistance from all those who should cooperate in such a program. Here would be opportunity number one for testing the validity of the State Planning Board as indicated above and for constituting a possible commission for the study of total administrative functions. Such an occasion also gives opportunity for many participants to become more informed and articulate in the performance of their duties and to contribute publicly to the understanding and promotion of their work. In the present instance, the congress on resources seems to have achieved considerable results in these ends and reflects achievements worthy of justifiable pride, alongside the consciousness of many limitations.

North Carolina in the Interregional and National

There is, finally, the assignment to take stock of North Carolina resources in the gallery of comparative ratings of other states and the region; of comparative values to the national setting; and of logical obligations and developments in the total world of change and international relationships. That is, what is North Carolina's relative position in comparative situations and what is the significance of such ratings?

Here, at the outset, it should be emphasized that comparisons for mere competitive ratings,ratings may not only be of little positive value but may often be irrelevant. North Carolina might be proud of the fact that she has specialized in only the production of only two score of commodities out of thousands produced in other parts of the country, if this specialization reflects wisdom and success in adapting her resources and their use to the best possible balanced achievement. The State might well be proud of the fact that she stands last among the states in fields which are not relevant to the best skills and uses of her resources and the best interbalanced relations to other states and regions. It might be possible that there is no reflection on North Carolina if she has dropped from 42nd to 46th place in average income, provided that for the particular period of time the State was building for permanence and subsequent advance in the balance of its agriculture and commerce with its industrial development for an over-all total average of economic and cultural potential resources. Or there might possibly be no deficit rating of other southern states having recruited a larger increase in industries if they are less important or not so well adapted to the total community as are larger plants which insure more stable returns in both the number and stable employment of skilled workers and the value of products. On the other hand, if North Carolina's assumption of its leadership as its advanced position in industrial development, in economic gains, and in educational and social progress, is based upon past achievements now being exceeded by other southern states and if its advanced status is still far behind the mode for the nation's most advanced states, it is high time new inventory showed the mode and special consideration given to not only particular lags but to the relation of multiple resource development to total economic expansion possibilities and to the quality of life of all the people affected.

Especially important is the careful consideration of the relation of North Carolina to the total regional and national setting for several reasons. In the first place, we have long since grown tired of having it said that such and such is fine as measured by southern standards; what is wanted is to be standard everywhere. "Good for the South" is no longer a valid compliment and should never be again. In the second place multiple-purpose resource development may often be designed most effectively within the framework and with the cooperation of a larger

national development geared to present and future requirements and productive capacity but also based upon such technological, economic, social and political considerations as will determine desirable and realistically available sources over longer periods of time and special distribution. Herein lies our problem of wise selection among competing developmental claims in which total developmental complexes may be the most relevant consideration.

Within the framework of these and perhaps other premises, we now come to the task of defining and identifying our resources in catalogues adequate for measurement, for estimating progress, and for integration action. We may identify our summaries and interpretation of specific facts and situations in a sort of three-fold catalogue of achievements and progress; deficiencies and lags; and needs and opportunities. Stated differently we may ask questions in terms of what is it that we have, what is it that we want, and how can we get what we want? The facts may be catalogued on various levels, areas, and fields, in a sort of threefold comparative ratio, namely the absolute rating of the State; in comparison with other southern states; and in comparison with the nation. Comparative figures, however, as already pointed out, should not be determinant but useful references for norms to be sought and challenges to be met.

Five Types of Major Resources

We must now pause for subject identification to give such classification of resources as will enable us best to indicate measures of gains and losses and to summarize our findings in comparative terms as indicated in our classifications. A five-fold category of resources will also enable us to compare present status with conditions measured by the same categories twenty years ago. And more than ever, perhaps, we must identify resources in terms of use and availability to the end that increasing emphasis may be placed upon new potential resources made available by new discoveries and ways of channelling them into use.

Now, quickly identifying our five-fold classification of resources, we hasten to indicate North Carolina's abundance, lag and needs in each of the main categories: Natural resources, technological resources, capital resources, human resources, and institutional resources, each and all inseparably related in the formula for a balanced state.

Potential natural resources are so abundant that they have never yet been fully catalogued. Mountains and rivers, forests and plains, climate and situation are powerful forces not only because of the natural resources they constitute, but also because of the tremendous influence they exert upon the people and their culture. Forestry and water conservation and utilization multiply a thousand-fold the living resources that stem from land and climate. Yet land and water, minerals and lumber,

animals and plants, crops and fibres are no more resources than are science and technology when they utilize both the materials and the laws of nature to produce continuing and immeasurable wealth and power.

Technological resources, products of discovery and technics, research and exploration, not only translate natural resources into capital wealth but also transform the face of nature and the lives of the people. Science, skills, invention, technology, machines multiply the quantity and quality of useful resources and turn potentials into power. Not just the five basic sciences of chemistry, physics, biology, mathematics, and astronomy, but a hundred applied sciences in electronics and chemistry, in engineering and atomic energy, in medicine and agriculture, with incredible range and reach add limitless resources to the pyramiding list. Scientific research and technological laboratories, testing grounds and measuring technics, trained personnel and multiplied robots are not resources except as processes and products of human leadership and skills, education and training, organization and management, as social technology commensurate with a world of complex organization structure.

The range and meaning of what we call capital resources may be measured in many ways: in money, in banks, in invested capital, in per capita wealth, in value of products, in purchasing power, in standards of living and expenditures and, in later years, in corporate fortunes and new billion dollar industries. A score of billion dollar new industries produce and distribute, transport and communicate America's resources that endow the nation with world leadership. Corporate wealth is also measured in terms of evaluation or "worth" of inventories: of natural resources and public domain, as well as in terms of public works and institutional wealth. But in whatever form, both the symbol and the reality of capital resources are keys to the utilization of all resources and become, therefore, the central measure of what the people have "to do with" and "to live on."

Human Resources and Institutions

It must be clear, however, that the people represent the supreme wealth of any society: all other resources have meaning only in relation to the people and the society which they represent. "Only the people count" is a symbol of the evaluation of human resources. The people represent the universal human wealth which is the physical basis of society, even as natural resources and the earth itself are the tabernacle of all societies. The people are both creators and creatures of wealth. And, like other resources, the people are many sorts. Millions strong, the people represent many groups and nationalities, many religious and political faiths, many occupational levels and many levels of achievement. Yet they cannot be catalogued merely as figures in a census or arbitrarily classified into blocks of resources. Elders and youth, men and women, children in a million homes and a thousand schools, white men, black men,

red men, brown men, they all together represent the ever-reproducing resources of human society and now as never before need developing and conserving. For here, even as with natural resources, waste and exploitation take a heavy toll. Of what sort and how many working in how many ways and places and what society does to them and for them, and what they do for society — these are criteria of the sort of human resources a state may have and hold.

The societal arrangements, organizations, and institutions of the people, however, as institutional resources, constitute the greatest wealth producing and conserving forces of all. They are the products of the people working with all other resources and with each other. They are the formal ways of doing things and conserving the ideals and goals of society in the home and family, the school and education, the church and religion, the state and government, industry and work, community and association — these represent the main body of institutional wealth. Within these, thousands of schools, of churches, of helping institutions, of agencies of art and literature, of money and exchange, of labor and management, of capital and cooperation, of organization and administration, make up an almost unlimited list of institutional resources that go into the making of a rich culture and economy.

Resources in Relation to the Good Society

The cataloguing of all these resources of a people is fundamental to the task of understanding and developing the culture and economy of that people. Whether prosperity or progress, wealth or welfare, happiness or survival, or all of these be the game, no one of these great resources can be neglected in the formula for success. To sense the meaning and power of the aggregate resources of all kinds is to give momentum and concreteness to planning and direction. The application of the yardstick of this five-fold framework of natural, technological, capital, human, and institutional resources is the first step in translating potentiality into power and in bridging the distance between the confusion and direction.

And it must be clear that the good society is that society which through its technological resources is capable of translating its natural resources into capital wealth to be utilized for the creation and development of institutions through which the lives and culture of the people are enriched. The cumulative consensus of our changing world is that a new balance of man and his world is our most important over-all goal today.

Progress and Unfinished Tasks in Technological Resources

Now returning to our main task of summary and interpretation it is important to note that in appraising the remarkable progress which North Carolina has made in recent decades, we make no inferences which overlook or excuse our deficits. Yet in cataloguing our neglected opportunities

and current needs, the emphasis is not upon criticism as regret, but rather the unprecendented opportunity before us. We may well take pride in inventories which reflect the unusual progress that has been made in order to see the incidence for what needs to be done next and now. Only two decades ago[1] we were taking stock and saying that of the five types of resources, we excelled in two and lagged in three. That is, we had an abundance of natural resources and human resources but lagged in technological resources, capital resources, and institutional resources. Furthermore, we wasted far too much of all our resources, including human resources. Twenty years ago we estimated that the crucial lag in North Carolina and the South was our deficiency in technological resources. Because we were limited in adequate skills and procedures in translating our natural resources into capital wealth, we were poor and consequently could not support adequately the institutions for the enrichment of the people. Consequently our culture and economy were still much out of balance. In terms of our questions, what we had was an abundance of natural and human resources, and deficiencies in technological resources, capital wealth, and institutional services. What we wanted was to excel in all five resources and to eliminate waste. The cruicial way to approximate what we wanted was to excel in technological resources -- science, research skills, organization and administration, leadership to the end that our potential resources would become realities. It seems likely that it is no longer true that our determinant needs are to be found in the exclusive development of science, skills, technology, mechanization, unless we catalogue a certain deficiency in bold and creative leadership in the category of organization, administration and management as technological resources. For we have made great progress, proportionally than most of the nation in most of those measures of translating our natural resources into increased wealth and in the application of this welath to institutional development. Research and technology have contributed powerfully to making North Carolina the leading textile State in the union and helped make possible for the State scores of new industries and a doubled income in most occupational aspects of life. The development of highways and electrification on an unprecedented scale together with the mechanization of agriculture, with skills and practice in soil science, plant and animal genetics, agricultural engineering and farm management, have made a new State of powerful awakening. The application of science and education to an extraordinary advance in medical science and public health have all but transformed the State.

The Role of Technology in Industrial Gains

If now we wish to check further on the progress and determinant role of technological resources, we need only to catalogue the extraordinary gains which have been made in the first major category of resources;

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1 In addition to the almost encyclopedit items reported in this symposium, the main comparative measures in prospect as indicated here are those of the New Southern Regions, twenty years after the first Southern Regions of the United States, published in the 1930's.

namely, our total wealth and capital resources. For consider the general concensus throughout the nation that "industry goes south" and especially North Carolina's dominance and gains in diversified industries. It is easy to identify the strategic factors of research, auxiliary services, transportation, communication, techniques of processes and the invention of new and varied commodities with the steady and stable advance in our technological resources. For here are complex industries, expansive plants on thousands of acres employing thousands of skilled workers and hundreds of general managers and operators made possible by industrial and civil engineers, chemical specialists, architects, accountants, financial specialists and legal sciences, investment bankers and research foundations, advertising and promotion specialists, training and education teachers, marketing agencies and consumer expansion, with an ever-gradually increasing ratio of diversified special supporting industries such as foundries, electrical equipment, air cooling process, electronics equipment, machinery. As to the quantitative story of advance, the papers in this volume give ample and perhaps eloquent statistical evidence: more than 400 new industrial plants with more than a hundred million payroll; nearly two hundred millions of expansion and equipment; the coming of giant industries representing many of the nation's market industries, engineering and financial concerns; leading ratios in building permits, business values, gains in manufacturing, full consumption, the widening range of three thousand industries and commodities of industry and manufactures; more than three-score new hospitals in more than two-thirds of our counties; more than 200,000 new telephones; more than 8,000 new miles of paved roads, leading the nation; State investment of $430,000,000 in building programs; more than double the average income; multiple increases all along the main line and hinterlands of standards and planes of living. Many of the concrete gains appear even more valid and meaningful in the long road of industrial development and balanced economy which characterize North Carolina again as one of the best balanced and stable economies in the nation. Add to these the technical advances made by communities in providing sanitation and health facilities, water and power resources, transportation and communication facilities, governmental cooperation and voluntary cooperation and the picture is well nigh complete.

Current Needs and Neglect

Nevertheless, by the same token, and in the light of the papers presented in this volume, and the supplementary research being done it must be clear that we still lag too much in the development and utilization of our total technological resources and we do not provide enough incentive and leadership in this field nor identify our gains adequately with the State's over-all culture and economy. To cite only a few examples, comprehensive studies made by Fortune indicate that we produce less than half the ratio of top business executives as compared with the North and East and Middle states. More than half, perhaps two-thirds, of the top specialists in research and professional positions in our universities and profession-

al schools, hospitals, and other institutions, are recruited from out of North Carolina because we have not equipped our own institutions to train them. And besides this a large proportion of our best specialists migrate away from us because we do not afford them opportunity and rewards for what they can do. So much is this true that more than one contribution to this symposium infers that our most neglected resource is in the untrained youth, seeking full opportunities. We have lagged in support of research in both industry and universities, although industry has made powerful strides in this direction and Federal governmental subsidies have greatly augmented our institutional research facilities. For most of North Carolina the concept of social research is usually overlooked by default or tabled for possible misunderstood connotations. In earlier years the three general sources of research showed university research first, governmental research second, and industrial research third. Now the order is reversed with both industrial and governmental research far outstripping university research although the university is the training and recruiting ground for research leaders in all fields. In North Carolina it is often true that university endowments and appropriations for research have been not only meagre but identified indirectly with teaching and services and not specifically designated as research. This seems to be a shortsighted policy if reflected in a consensus that the State not only can afford to endow its research facilities but cannot afford not to do so.

Specific Examples

If we seek specific examples of opportunities that have been neglected it is easy to catalogue an abundance of needs. One or two will illustrate. For instance, in the domain of agricultural resources and wealth, the opportunities for irrigation in the new reaches of practical technical facilities and in the training of youth we find two clearly defined areas. We recall that in California and in some other areas the annual per acre payment for irrigation and water resources often exceed by far the acre values of land in North Carolina. Yet with the new methods and the multiplication of water resources, the initial and upkeep costs in North Carolina would prove scarcely more than nominal in comparison with the higher cost of western areas. With the newer techniques and still newer possibilities North Carolina could insure itself many million dollars added agricultural income and minimize the emergency situations of drought. In the case of one of the very greatest advances, namely in diversified agriculture and the phenomenal transformation of whole lands into wealth producing grass lands and the consequent blossoming of the cattle industry, we are held back by a woeful shortage of youth trained and/or motivated to mature this major resource of wealth and ways of living.

If we then contine to illustrate our deficiencies in technology as applied to our abundance of natural resources, all we need to do is check the many excellent papers delivered at this Congress on water and

forests, minerals and oils, food processing and power extension, to add up to the conclusion that just a little more research, skills, and management would insure much more resources and better resource use and greater conservation of all our natural resources, which we are just now beginning to understand and appreciate. Of other deficiencies, perhaps those in the area of water and communications have been most noted with forestry and wood products and cement and building materials following closely in that order. In the long road of the past a strange anomaly has appeared in the fact that we had often made of our two greatest natural resources, land and water, our two greatest deficiencies and waste, namely through erosion of the land together with floods and silt covered bottoms and neglected use of our great water resources. However, the mere catalogue of deficiencies here becomes also a gentle stimulus and motivation to go forward rather than to regret.

More than Technology Needed

Now we return to our earlier assumption that the development of our technological resources does not now constitute our main task or the chief determinant in next steps in the North Carolina "Go Forward Program." For, it must be clear that for two reasons, the State is well on its way toward balancing its five major resources in inseparably related interaction between and among the several potentialities involved. One is the cumulative advance and the continuing procedures which have been described and inferred in this and the other papers of this symposium. The other is that North Carolina, no more than any other parts of our American civilization, is likely to isolate itself from the sweep of time and technology now pretty much automatically pressing from outside and inside to continue the great change.

North Carolina's greatest need and opportunity now, and its nearest single determinant in the total program, is manifestly a two-fold one, namely that of giving priority to its human and institutional resources through a new leadership and initiative and of insuring a well coordinated, integrated and unified attack upon our total advance in the setting of the long look ahead in which both stability in normal times and crisis in emergency must share alike our main inferences. It is being said that North Carolina, in the setting of its region, is losing its leadership, even in such areas as industrial development, educational standards, and political statesmanship and it is true that in our appraisal of gains and losses, advance and regress, opportunities and problems, as reflected in this over-all picture of resources, our main catalogue of deficiencies and lag are undoubtedly in the categories of human and institutional wealth.* With the exception of public welfare, hospitalization and roads, and recreation, it is difficult to identify North Carolina any more with

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* It should be emphasized that this present symposium on North Carolina resources has not undertaken to mirror the measures of total

*(Continuation of footnote -)
wealth in banks, savings, checking accounts and in the area of capital wealth, etc. In passing it can be reported that North Carolina has had a larger percentage increase in checking accounts and other measures of bank deposits than the South in general, and ranks well with the national increase.

Another realm not covered by the present symposium is that of the institutions of higher learning. We have inferred in our summary and interpretation something of deficiencies; yet it is clear that one of the most promising areas of North Carolina's excellence appears to be in the prospects ahead for the three major universities, in which distinctive leadership and planning appear in maturity at the University of North Carolina, Duke University, and plans for Wake Forest's ultimate expansion.

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leadership in either the South or the nation. Quantitatively great advances have been made in budgetary measures for public education and for support of institutions of higher learning and especially in increased facilities for Negro education such that the State now appropriates much more for this one segment now than for all education two or three decades ago. Yet North Carolina ranks next to last, 47th in total states, in the proportion of its youth who graduate from high schools and go to college. By default, but in early cumulative measures, the role of teachers, their training and the level of their salaries and recognition in the community, has lagged and lagged and there has been no powerful "educational movement" commensurate with the great advance of the State and the great changes of the modern world. North Carolina universities have lagged in leadership in endowments, in libraries, in competitive support of faculties and in popular rallying to what appears to be promising leadership in the upper brackets of her universities.

Imbalance in Human Conservation

More specifically North Carolina has lagged in her balanced programs that have to do with the conservation and waste of that part of her human resources which we commonly classify as delinquent and defective. In no one of its main areas of institutional arrangement to take care of its offenders, old and young, or its mentally deficient, adults and children, is there any record to be proud of or any facilities that are adequate or any advance commensurate with either our obligations or our capacities. North Carolina is the only state left which has its prisoners and penology arranged and administered as a sub-unit of highways and public works and which bases the conservation of its deviant human wealth on indices of costs.

Promise and Prospect

The total picture of North Carolina and its resources, nevertheless, envisages for the most part a picture of increasing promise. The story of North Carolina's advance reflects vividly a consistent and persistent pattern of stability and forward movement. The factors which give color and vividness to the picture, and living testimony to the story, are several. Among them, the stubborn heritage and the sturdy character of the people connote both the will and the capacity to go forward beyond the usual measure. Then, too, the heritage of a particular sort of leadership is profitable to review -- neglected characters identified with resources and their development: Walter Hines Page of the earlier heritage; E. C. Branson and Charles Herty; Edwin Kidder Graham and W. Y. Joyner; Clarence Poe and Jane McKinnon; the Holmes, the Gimleys, the McRaes, the Poteats, the Bicketts and the Gardners; George Stevens and Haywood Parker; Leslie Weil and Josephus Daniels, Pete Murphy and Bill Everitt; and a host of others who "covenanted together for the better ordering" of a greater North Carolina.

And of current testimony, two main facets: First, the record of what has been done and is being done. Next the plausible and promising assumptions of outgoing Governor Scott and incoming Governor Umstead and Lieutenant-Governor Luther Hodges, flanked by a State Legislature identified with a certain pattern of harmony and cooperation in the setting of a go forward continuum rarely found in the State. Next, the visible evidence of capacity to do things as measured by the State's financial resources and policies gives reassurance to the timid and confidence to the bold. And finally, there is every evidence that North Carolina, increasingly conscious of both her power and her limitations, has no thought of doing anything less than taking a leading part in the renewal of American democracy, made strong by the strength and diversity of the states and regions and made manifest to the world as living testimony of the best that we can do.

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With the compliments of
MAR 30 1953

Modern Southern Literature: A Symposium - XII

HOWARD W. ODUM and JOHN MACLACHLAN

Literature In The South: an exchange of views

EDITOR'S NOTE

In a recent talk on "Why the Modern South Has a Great Literature," Mr. Donald Davidson made the following statement:

> . . . I turn to sociology and ask whether it can account for the appearance in Mississippi, of all places, of William Faulkner, in the three decades between 1920 and 1950. My question has a corollary which I believe I am entitled to state: Can sociology also explain why William Faulkner, or some novelist of comparative stature, did *not* appear, during this period, somewhere north of the Ohio — say, in Massachusetts or Wisconsin?*

In the opinion of the editors, Mr. Davidson in so doing asked a root question, one which must be thoroughly considered in any serious attempt to understand the modern literature produced by Southerners. Mr. Davidson, the editors felt, was asking the sociologists to account for the seeming paradox that the South, which by so many of the standards of sociological measurement was the most backward, the least "progressive" region in the United States, was also the region in which American literature seemed best to flourish.

Accordingly, the editors agreed to invite two eminent sociologists to comment on the problem, taking as their theme the paragraph from Mr. Davidson's address quoted above. Their conclusions are herewith presented.

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* — delivered at Mississippi State College, April 21, 1950, and reprinted in Vanderbilt Studies In The Humanities, I, Nashville, 1951, pp. 1-17.

Reprinted from The Hopkins Review, Baltimore, Md., for Winter 1953

1. ON SOUTHERN LITERATURE AND SOUTHERN CULTURE

Howard W. Odum

The sources of American ideals, the regional quality of American letters, and the genesis of Southern writing have long constituted major themes for students of American culture and literature. Although it must be clear that it is not possible to oversimplify causal factors or to identify complete characterizations or distinctive qualities of writing as related to either regions or authors, nevertheless few themes appear to be more persistently popular in the search for satisfying answers. In the case of Southern writing there are several factors which accentuate the timeliness of questions that are often asked concerning the sources and nature of Southern literature. In addition to the general assumption that American literature has been preeminently regional, the South has itself contributed more than a proportionate share of the nation's literary output during the first half of the 20th century. So, too, since the South has been more thoroughly documented and written about, both by Southern and national authors, than any other region, it has constituted a sort of perennial theme for public appraisal. Then, within more recent years the widespread critical discussions of William Faulkner and Thomas Wolfe, to mention only two, have focused new critical queries as to the genesis and nature of Southern writing.

This paper, by request of the editor, has to do with two aspects of these queries, namely the possible relation of general socio-economic factors and cultural backgrounds to Southern literature and the specific question raised by Donald Davidson and others as to why William Faulkner should be the product of Mississippi and the South rather than of Massachusetts and New England.

Donald Davidson's question as to whether sociology can explain why William Faulkner, or some novelist of comparable stature, did *not* appear, during the first half of the 20th century in the United States somewhere north of the Ohio—say, in Massachusetts or Wisconsin?,[1] offers a fair setting for a reasonable discussion of the genesis

[1] Donald Davidson, "Why the Modern South Has a Great Literature," *Vanderbilt Studies in the Humanities,* I (Nashville: Vanderbilt University Press, 1951), p. 3.

and development of regional literature. Moreover, his question is a sort of specific corollary to a broader question as to why the contemporary South has produced great literature when its general socio-economic culture reflects statistical ratings in the lower quartiles as compared to the other regions of the United States.

These questions are apparently based on a general misunderstanding of sociology and the facile assumption that the sociologist would always look for a great literature in an advanced society with a high index of gadget civilization, advanced achievements in the arts and sciences, and in the setting of intellectualism and cultural specialization. Nor would he, by the same token, appraise a great literature as exclusively the highest achievement of culture. On the contrary, culture for the sociologist is identified with the sum-total of all the cumulative processes and products of societal achievement, rather than any one or two intellectual or technical specializations.

Nevertheless Davidson's specific insistence upon exploring the reasons why William Faulkner, coming from Mississippi, the lowest indexed state, should not have been produced in Massachusetts, the highest indexed state, affords a setting for the answer to his more relevant general question as to why the South, rather than, let us say, New England has excelled in its recent general literary writing. For, during the first fifty years of the twentieth century the South has contributed no less than five-thousand titles to the full-sized-book literature of the nation as measured by standard catalogues and major publishers.[2] Of these approximately one half may be classified as "literature" in the traditional sense, with 1000 volumes of fiction, 500 biography, 400 poetry and 125 drama. The total "writing" contributions, however, include something like 800 volumes on History, 800 on Negro Life, 400 on Nature and the Folk, more than a hundred each on Socio-economic Studies, Nature and Resources, Travel and Description. So far as our inquiries go none of the other regions, the Northeast, the Middle States, the Northwest, or the Far West approximate this quantitative measurement of achievements.

To limit our inquiry to fiction, in which William Faulkner is the representative and Nobel Prize winner, and toward which Davidson has directed his inquiry, the qualitative measure of Southern writing is indicated by the fact that there have been no less then eight

[2] See Anna Greene Smith's forthcoming volume *Fifty Years of Southern Writing.*

Pulitzer Awards to Southern novelists and perhaps one hundred Southern best sellers, as compiled by *The Publishers' Weekly* ratings of each year's ten top best selling books. In addition to Pulitzer Awards in fiction, and exclusive of journalistic awards, there have also been three in drama, three in biography and three in poetry.[3] In all the categories, Pulitzer Awards have been made to Southern authors in more than half of the years since the first awards in 1917.

Of the eleven best sellers that have exceeded or approximated a million copies, ten were by Southern authors. An examination of the titles of the Pulitzer Prize winners and best sellers will indicate the closely related themes of most of these volumes to Faulkner's own major contributions, so that the answer to Davidson's specific question about Faulkner and Mississippi will surely throw some light on the more general inquiry about the South's total literature.

Davidson's oversimplified assumptions with reference to the sociologists' analysis of interacting causal factors in societal development may be found in a number of quotations. First, Davidson asks,

> Now in the formative period of William Faulkner—and, if you wish, of his contemporaries—what cultural factors, exactly, were at work in the Southern scene?[4]

He then answers,

> I am very sorry to have to report to you that during William Faulkner's formative period the cultural factors were extremely forbidding in the State of Mississippi. I can hardly see how Mr. Faulkner survived, much less wrote novels. On the evidence of Mr. Odum's tables, culture was at a very low ebb in Mississippi—so low that, if I had only these tables to depend upon, I would confidently assert, as a devoted follower of sociology, that a William Faulkner in Mississippi would be a theoretical impossibility; and that

[3] The Pulitzer Awards are: Julia Peterkin's *Scarlet Sister Mary;* Oliver La Farge's *Laughing Boy;* T. E. Stribling's *The Store;* Caroline Miller's *Lamb in His Bosom;* Margaret Mitchell's *Gone With the Wind;* Marjorie Kinnan Rawlings' *The Yearling;* Ellen Glasgow's *In This Our Life;* Robert Penn Warren's *All the King's Men;* Hatcher Hughes' *Hell-Bent for Heaven;* Paul Green's *In Abraham's Bosom;* Marc Connelly's utilization of Roark Bradford's *Ol' Man Adam and His Chillun* in *The Green Pastures;* Marquis James' *The Raven;* Douglas Southall Freeman's *R. E. Lee;* Marquis James' *Andrew Jackson;* Conrad Aiken's *Selected Poems;* George Dillon's *The Flowering Stone* and John Gould Fletcher's *Selected Poems.*

[4] Davidson, *op. cit., p.* 4.

if he emerged at all, he would have to originate in say, Massachusetts, where the cultural factors were favorable to literary interests.[5]

Davidson continues by asserting that "The cultural factors described by Mr. Odum either had a causal influence on William Faulkner or they did not."[6]

> If they did have a causal influence, we must, under the rigorous impulsion of sociology, reach an astonishing conclusion: namely, that the way for a society to produce a William Faulkner is to have him born in a thoroughly backward state like Mississippi, of a chivalrously inclined, feudal-minded, landed Southern family that was ruined by the Civil War and later dipped, not very successfully, into modern business. In other words, a prevalence of rural society, devoted to cotton-growing, afflicted by sharecropping, rather poverty-stricken, conservative in religion and politics, prone to love the past rather than the future, chockful of all the prejudices and customs of the South—that is what it takes to produce a William Faulkner.
>
> Contrarily, a prevalence of material progress, great wealth, modern institutions such as libraries and art museums, factories, industrial gimcracks, liberalism, science, political radicalism— that is the way *not* to produce a William Faulkner. If it were otherwise, Massachusetts and Wisconsin by this time would have produced not one but a couple of dozen William Faulkners.[7]

As a matter of fact, Davidson's assumption that William Faulkner would be an impossibility in any complex cultural setting negates the authentic findings of historical and sociological study, as do his assumptions as to the nature of cultural factors which are "favorable to literary interests." For the sociologist, if he is scientific, like the historian of great literatures and the biographers of great writers must understand and portray the total configuration of culture, with all of its interrelationships and interaction with the heritage and behavior of the individual as well as the interlocking causal factors that have made him what he is. On these assumptions the sociologist

[5] *Ibid.*
[6] Davidson, *op. cit.*, p. 7.
[7] Davidson, *op. cit.*, pp. 7-8.

would predict a Faulkner from Mississippi rather than look to Massachusetts for some or many expected greats.

More important for the question at hand, Davidson queries the sociologist only in terms of the partial socio-economic measures, not in terms of the folk-regional analysis of a relatively unified and dynamic culture. The socio-economic statistics which Davidson cites do indeed present a partial picture of the South in relation to the total nation. This relative picture was drawn in order to have realistic, attainable goals for future development, in the normal and traditional American custom of "state of the union" stock-taking.[8] More fundamentally, however, the vigorous development of the Southern people within the last generations has so clearly demonstrated that these attainable goals are an integral part of Southern aspirations, even as defiance toward total conformity is shouted from the platforms of national political conventions. So that any analysis of the regional culture that does not have a place for this dynamic is bound to be progressively tangential.

But even so these technical goals are but frames upon which rest all the other cultural conditioning forces, the backgrounds of causal factors, the present social structure of the South, and the possible facets of future development. For, as I have pointed out often in many places,

> the way of the South has been and is the way of the folk, symbolic of what the people feel, think, and do as conditioned by their cultural heritage and the land which Nature has given them. The culture of the South is the culture of the folk often in contradistinction to the civilization at its flood tide of urbanism, technology, intellectualism, and totalitarianism. This folk culture is deeply bottomed in the realities of Nature and the frontier struggle, in the heritage of multiple migrant people, in the rise and fall of the upper-folk aristocracy, and in a later powerful race and regional conflict. This is an elemental reality definitive of most of the South's culture and economy. The folk society of the South is well-nigh all-inclusive and is reflected on many levels of

[8] See: Howard W. Odum's *Southern Regions of the United States* (Chapel Hill: University of North Carolina Press, 1936), *American Regionalism* (New York: Henry Holt and Company, 1938), *The Way of the South* (New York: The Macmillan Company, 1947), and *An American Epoch* (New York: Henry Holt and Company, 1930).

time and class and in the organic nature of the folk-regional society as definitive of how all societies are formed and grow up.

The elementary sources of this powerful folk society are reflected in a fourfold heritage. There are the growing up of the earlier frontier folk in their struggles with Nature and the Indian alongside the earlier folk culture which was of the vintage of Virginia and the planter aristocracy. Then for a time nearly all of the South consisted of the rural folk with their rugged individualism and their struggle with land and climate, with victory or defeat or harvest time in their blood. And there were the remnants of frontier folk symbolic of mountain culture or flatwood frustration or swamp and bayou levels of living in the out-of-way places throughout the Deep South. And finally there was the powerful folk society of the Negroes themselves as both apart from and a part of the dominant white folk.

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In reality the vigorous and lusty South that was growing up in the way of Nature and the frontier, of race and the folk, could be understood only through a knowledge of the way of all culture as it develops from the earlier folk stages on through various maturing levels until it flowers in civilization.[9]

About this South as a nursery for the conditioning and nurturing of writers and for stimulating them, we have pointed out something of the conflicts, frustrations and intellectual and emotional tensions which were basic to any creative contributions that Southerners would be making.

So came the challenge to critics, North and South, in America and Europe, who saw the South capable of contributing powerfully to the greater American epoch of the twentieth century. Whatever contributions the South had made, whatever forms and patterns had evolved in the past, had grown out of realities, now springing from soil rich in

[9] Howard W. Odum, *The Way of the South* (New York: The Macmillan Company, 1947), pp. 61-62; also Chapter V, "The Way of Culture and History"; *In Search of the Regional Balance of America* (Chapel Hill: University of North Carolina Press, 1945), p. 25; "The American Blend," *The Saturday Review of Literature*, Aug. 6, 1949.

> romance and large undertaking, now from poverty and hardships, now sinking back into the sources from which they came. These sources remained in perpetuity and awaited the full development of a well-balanced civilization. To the pictures of the Old South and the New South of 1930, therefore, must be added still other pictures of the South of a New American Epoch built upon the Old. And whatever the distance backward or forward, the measures of resurrection or resurgence or of new trail-blazing were to be found in the vigor of the common-place, in the power of new biological and cultural combinations, in the social potentiality of these four generations of Southerners, and in the happy blending of these elements with the other essential elements of the nation and of the times.[10]

There was no doubt about the power of the old tradition in conflict with the new, nor the struggles for survival alongside the stubborn allegiance to the departed glory.

> An era had ended. An era had begun. Old golden pages of history, shining parchment records of culture, then yellow and faded, scorched and seared with years of embattled conflict, and epic struggle . . . Gallant figures on black horses and white . . . and crude, simple folk, sore with the footfall of time, passing across an epoch which was to be destroyed by physical and cultural conflagration and to rise up again in another American Epoch strangely different and vivid and powerful. Cultures in the making, social processes at work, portraiture descriptive of how civilizations grow. All the South's yesterdays, with their brilliant episodes and with their sordid pictures receding, giving way to the South's tomorrows, through a sweeping American development of universal culture.
>
> Both the old and the new culture abounded in sharp contrasts and logical paradoxes. There were many Souths yet *the* South. It was preëminently national in backgrounds, yet provincial in its processes. There were remnants of European culture framed in intolerant Americanism. There were romance, beauty, glamor, gayety, comedy, gentleness,

[10] Howard W. Odum, *An American Epoch* (New York: Henry Holt Company, 1930), p. 333.

and there were sordidness, ugliness, dullness, sorrow, tragedy, cruelty. There were wealth, culture, education, generosity, chivalry, manners, courage, nobility, and there were poverty, crudeness, ignorance, narrowness, brutality, cowardice, depravity. The South was American and un-American, righteous and wicked, Christian and barbaric. It was a South getting better, a South getting worse. It was strong and it was weak, it was white and it was black, it was rich and it was poor. There were great white mansions on hilltops among the trees, and there were unpainted houses perched on pillars along hillside gullies or lowland marshes. From high estate came low attainment, and from the dark places came flashing gleams of noble personality. There were strong men and women vibrant with the spontaneity of living, and there were pale, tired folk, full of the dullness of life. There were crusaders resplendent with some perpetual equivalent of war, and there were lovers of peace in the market place. There were freshness and vivacity as of a rippling green-white rivulet, and there were depth and hidden power as of gleaming dark water beneath an arched bridge.[11]

Now it is exactly in this framework of the folk-regional society of the South that the sociologist finds his testing ground for understanding and exploring much of the behavior and achievements of the Southern people. For it is his assumption, based upon adequate source materials, documented by students of many disciplines, and reinforced by his own historical and empirical studies, that all societies grow up and mature in a continuum from the folk culture to the state civilization, the one coinciding with growth, development and creativeness and the other with maturity, standardization and decay. The Massachusetts and New York of Mr. Davidson's premises reflect the most advanced state of civilization that has yet appeared on this earth and is in somewhat opposite polarity from the main folk culture pattern of Mississippi and the old and recent South. The sociologist, in this case, points out that

> This complex society of the world we live in may best be characterized by the term *state civilization,* as comprehending the total traits of the most advanced technological and

[11] *Ibid.,* pp. 330-331.

organizational society in a continuum which has its genesis and constant growth and survival processes in the contrasting folk culture, symbol also of the close knit societal integration of all growing civilizations. The state civilization, symbolizing the secularization of the folk culture, is fabricated of five main threads so thoroughly interwoven in warp and woof as to make a clearly defined and powerful pattern of human relationships. The first is *science, invention, and technology.* The second is *industrialization and urbanization.* The third is *intellectualism and cultural specialization.* The fourth is *centralization and power.* The fifth is *totalitarianism and the super-state society.* Each of these is fabricated of still other weavings of multiple minor designs.

Interwoven with science, invention and technology are unprecedented achievement, with speed, technics, standardization. Interwoven with industry and urbanism are the machine economy, the assembly line, stratification, a new way of community living, an extraordinary high standard of living, and great concentrations of art, drama, and wealth. Interwoven with intellectualism and cultural specialization are scientific humanism, the concept that the intellect is the supreme guide for living, the standard of living as a chief index of social values, and undreamed of contributions in creative art and literature, science for science's sake. Interwoven with centralization and power are bigness, concentration, corpocracy, organization, limitless production, efficiency like a miracle. Interwoven with totalitarianism and the superstate are coercion, regulation and secularization with ruthless power more relevant than human liberty and with force as a living ideal. Needless to say, all these are inseparably related in an indescribably rich fabric of human achievement beyond the dreams of men and constituting a continuum of interaction processes in the loom of societal development.

The *state civilization* is sequel to and an extension of the universal *folk culture,* the two constituting the main currents and levels of cultural development in the universal societal continuum from early folk society to late state society. The folk culture is also fabricated of a number of threads with their multiple qualities of interaction between the folk and nature, between the folk and their own cultural

environment, and between the folk of one culture and of other cultures. First, the folk culture is identified with nature with reference to natural laws, time, climate, geographic environment, close to the soil. Folk culture is further characterized by primary relationships and institutions, kith and kin in ethnic relationships, and primary occupations. The folk culture conforms essentially to rural and religious institutional character reflecting primarily the solidarity of a moral order. It is essentially institutional, deriving its social character from societies that are small, isolated, reflecting love of liberty, loyalties, homogeneities of structure. The folk culture is closely knit, cohesive, nonorganizational, with behavior primarily spontaneous, personal, traditional, yet strongly integrated through its community of growth and moral order. The folk society is thus essentially in contrast to the state society, the one geared to nature and to ethnic and moral structure and the other to technology and to civil organization and specialized structure.

* * * * * *

Such a state civilization, flowering into its complex attainment of technology, industrialization, urbanization, intellectualism, cultural specialization, organization, centralization and power, tends to assume the nature of a *technological order* rather than a *human society* or a *moral order* such as has been assumed as the universal constant in all growing human societies. Inherent in such a technological order could be not only such complexity as to accelerate antagonisms, conflict, derangement, breakdown and disintegration, but the capacity to weaken or destroy human society, through decay from non-use of cultural processes, from the exhausting and destructive power of science and technology, and from the literal capacity of atomic science to destroy; or from the assumption by the totalitarian state of the functions of all the other institutions which are the creators and creatures of the total healthy societal system.[12]

So much for the general reference to the sociologists' conceptualization of cultural development as it might be utilized to ex-

[12] See also Odum's *Understanding Society* (New York: The Macmillan Company, 1947), Chapters, 5, 7, 11, 12, 14, 15, 19, 20, 29, 35.

plain Faulkner's Southern origin and achievement. Logically this would place him in a favorable position on two counts. In the first place he has been contemporaneous with the growth stage of a folk-regional culture. In the second place in identifying him with the folk culture of the South we identify him with struggle and travail, in conflict with race, nation, and powerful tradition, fighting for survival for itself and its people. This might very well be illustrated by a sort of analogy between William Faukner's contribution to the stream of American literature and that of the Elder Dumas to France. For I have pointed out how

> This Southern picture was, for instance, in many ways reminiscent of the century-old picture of an incredible, bushy-headed, country bumpkin come to Paris, destined to usher in a new romanticism and to divert 'the stream of French letters from its narrow channel into a wide and rushing river.' In the development of his career and the reshaping of a literature were present to a remarkable degree the elementary forces whose blending creates new cultures and challenges human vitality, tested in a social crucible white hot with the stirrings of physical power, emotional conflict, and intellectual striving. There was a heritage, on the one side, of maturity, experience, prestige, glory, and aristocracy; and, on the other, of primitive folk-stock and fresh blood, rough hewn pillars and strong foundation fabric for some noble superstructure. There were youth and strength and temper. There were ability, temperament, and genius. There were trial and error, successes and failures; and again failures and successes. There were time and unforeseen resistless incidence. There were social conflct and revolution, fire and sword, death and exile. There were old and new epochs witnessing the rise and fall of new leaders and followers. And there was the flowing stream of social process, now suddenly shallow and sluggish, now bursting forth in full volume and power.[18]

Or, it might not be amiss to refer to an abundance of illustrations from Davidson's beloved classical literature to indicate that "a native central in the shaping of ancient fiction was the desire to defend and

[18] Odum, *An American Epoch*, p. 328.

perpetuate cultural values which were in danger of being lost."[14] Certainly the analogy would not be inappropriate to the Davidson query as to why Tennessee, with its low socio-economic cultural index, produced the Agrarians and the Fugitive group of poets reflecting "the expressions of a minority's will to cultural survival" and so eloquently striving to glorify a Southern tradition and echoing the sentiment that "a subject people can have no glories but departed ones." But, to return to Hadas' citations relevant to cultural survival:

> In Asia Minor the conquest of the Persians made Ionian Greeks look back wistfully upon their past glories and their departed heroes . . . . A subject people can have no glories but departed ones, and when epic is dangerous or ludicrous, prose chronicles take its place. Herodotus . . . states specifically that the object of his book is to keep alive the memory of the great deeds of the Greeks and non-Greeks . . . . among the ancient peoples on the eastern periphery of the Greek world the break with the past was catastrophic, and here we have evidence of a remarkable proliferation of books which dealt somehow with national traditions and glorified ancient national heroes . . . . in all the books of this class the vanished grandeur, military and social, of depressed minorities was glorified . . . . Of all such literary efforts calculated to insure the cultural survival of depressed minorities in the Hellenistic world we have most extensive remains and are best informed concerning those produced by the Jews especially by the Jewish community of Alexandria. From the time of Ptolemy Philadelphus onwards, Alexandrian Jews devoted themselves to producing a body of apologetic literature . . . calculated to demonstrate the antiquity and high merits of the Jewish tradition.[15]

Returning now to Faulkner's own writings and whatever of his works may reflect the power of Southern creativeness we note that Malcolm Cowley has estimated that three major themes have dominated Faulkner's work. The first of these is "The Southern Tradition," meaning the South's historic cause. The second is "The Contemporary Chaos" which is Faulkner's "anatomy of the present

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[14] Moses Hadas, "Cultural Survival and the Origin of Fiction," *The South Atlantic Quarterly*, LI (April, 1952), 253.
[15] *Ibid.*, pp. 254-256.

world, its nihilism, violence, and horror." The third is "Man's Future" in which "man's hope lies in the reversion to a simpler life with its concomitant virtues of stoicism, simplicity, and decency."[16]

In the light of our present inquiry we need to add to these at least three corollaries, if not major themes. One of these is the power of the historic evolutionary past of mankind so often implied in Faulkner's themes of contemporary chaos and man's future. One aspect of this is the powerful sensing of the merging of the early past in America and its European heritage with the frontier and its ruthlessness, the rich details reflecting the transfer of culture from aristocracy, pseudo-aristocracy and power, from the coastal states to new southern and western frontiers. This is, of course, a main pattern in the expansion, south and west, of the Southern States that later came to be "aristocratic," and subsequently a basic pattern of the Southern way of life defended by the Agrarians and others. This is essentially also, on the upper levels, the same pattern that made Mark Twain "descended from a miscellany including rifle-toting trail-blazers, pious Quakers, and hard-working Southern yeoman, with haughty but dubious claims to aristocratic ancestry in England and Virginia."[17]

Perhaps the most powerful of these corollaries is Faulkner's sensing of the deep stream of consciousness in the human mind evolving and struggling for survival and salvation as well as his mastery of many of the newer psychological and psychopathological techniques. Perhaps no one has succeeded so well in running the gamut of the human mind between and among the facets of brilliance in waking hours, dreams in sleeping tempo and near-derangement in mental pathology, of the stream of consciousness that pervades every mentality sometime, somewhere, somehow; or in merging in some sort of continuity the awakening processes of youth with vigor, physical power, and limitless aspiration; or mental degradation with the revivification of the creative mind and body in maturity and old age. Certainly no one has succeeded so powerfully in portraying the irresistible tropism of woman, in the lower and higher brackets, to-

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[16] Malcolm Cowley, "The Portable Faulkner," *William Faulkner: Two Decades of Criticism*, eds. Frederick J. Hoffman and Olga W. Vickery, (East Lansing: Michigan State College Press, 1951), p. 63. See also Harry Modean Campbell and Ruel E. Foster, *William Faulkner: A Critical Appraisal*, (Norman: University of Oklahoma Press, 1951), p. 12.

[17] Walter Blair, "Last of the Jongeurs," *The Saturday Review of Literature*, (August 30, 1952), 9.

But, returning again to possible interacting causal factors responsible for the conditioning of Southern authors and the quality of Southern writings we need to note a number of situations other than the general socio-economic and cultural-historic backgrounds. First of all we must emphasize the futility of attempting to isolate a single "cause and effect" relationship. Rather we must undertake to analyze the total configuration of complex environmental factors playing within the framework of universals, and especially of the changing structure of society and its institutions in relation to the conditioning of the individual and the psychological aspects of his behavior. Here, as may be seen from our previous diagnoses, the South has proved to be rich soil for the growing of varied cultural crops, sometime thin and sparse on eroded lands; sometimes rank and luxurious and often untilled fields of mixtures of weeds and grain with now and then rare specimens to be selected, replanted and multiplied.

Another fundamental causal factor, the most important of all, is the individual, with his inherited endowment even though he is inseparable from the society which produced him. In the South, no less than anywhere else, the natural answer to oversimplified questions of environmental factors would be to ask why, if Faulkner was produced exclusively by Mississippi, there was only one Faulkner or why would Stark Young, born and raised in the same town of Oxford, turn out to produce such distinctively different literature as reflected in *So Red the Rose* and in his many years of literary criticism. At the time Faulkner was growing up in Oxford and before the University of Mississippi had its chance at him, why would the influence of the University at Oxford reflect such different conditioning on the three new instructors that came to the university at that time, namely Stark Young, Dudley Howe Miles, Howard W. Odum, respectively nurtured in Mississippi, Texas, and Georgia? Or, more profoundly, did the endowment of the individual have the definitive answer as to why there was one Ellen Glasgow in Virginia, one William Hines Page in North Carolina, one Julia Peterkin in South Carolina, one Margaret Mitchell in Georgia, one Marjorie Rawlings in Florida, one Robert Penn Warren in Kentucky and Louisiana? Or again, why only one Emerson or one Walt Whitman, or Mark Twain? Why would the same environment produce one William James the psychologist and one Henry James the novelist? Or was it the environment mainly that produced an Amy Lowell or Gertrude Stein?

In addition, however, to these fundamental factors of environmental conditioning, individual heritage, and the complex setting of universal humanity and cultural struggle, there have been at least two major external factors responsible for much of the flowering of Southern writing. The first of these was the extraordinary prolific writing of, for, by, and about the South at the turn of the century and during the first quarter of the 20th century. Illustrative would be the greater part of such a body of writing as found in the national magazines: the *American Mercury, Atlantic Monthly, Century, North American Review, Harpers, Review of Reviews, Scribners,* and *World's Work.*[19] For instance, we have catalogued a varied exhibit of titles ranging all the way from specialized literary criticism and writing to specialized research and social interpretation. In the *American Mercury,* samplings of no less than 25 articles; in the *Atlantic Monthly,* 32; *Century,* 23; *Harpers,* 18; *North American Review,* 26; *Review of Reviews,* 42; *Scribners,* 25; and *World's Work,* 54.

The other major influence, stemming partly from this featuring of the South by national magazines and others, was the specific influence and cooperation of many national publishers, national foundations, and distinguished literary leaders, especially H. L. Mencken, who was both symbol and reality of outside goading and encouragement of Southern writers. Refering again to similar influences which molded Dumas in France, we have pointed out that there were

> . . . five friendly influences which were to span the distance between bumptious youth and brilliant Frenchman. These influences were four friends and a notable company, the arsenal. One friend was forever impressing upon the youth the shame of his abysmal ignorance. Another was ever opening the doors of living literature. A third relentlessly spurred him on to constant achievement. A fourth assured him resources, time, and leisure. And a fifth provided him with a finishing school for his artistry. And in the final picture the backgrounds and forces were transcended by form and line and pattern and brilliance.[20]

H. L. Mencken, the bad boy of Baltimore, not only did "The Sahara of the Bozart" but went out of his way to stimulate, to encourage,

[19] Odum, *An American Epoch,* pp. 346-356.
[20] *Ibid.,* p. 329.

and to give special priorities to Southern writers. And there were others, none like him, but in the same category of favoring the South and of soon discovering that it was a very profitable business, even at that. A single publisher such as Alfred Knopf, Bobbs-Merrill, Doubleday, Page and the others were very real decisive factors in the bringing to light and rewarding the creative work of Southern writers. Many of the national foundations and awards were constantly underwriting and endowing situations from which a new generation of the South, even as Dumas, were assured resources, time and leisure.

Among the criticisms that have been leveled at Faulkner was that he has not had the benefit of association with the literary elite and the constant fellowship of those who excelled in the literary techniques of fiction writing and new forms. Three considerations perhaps here are relevant. The first is that even the critics sometimes admitted that Faulkner may have profited from his isolation and concentration over and above the benefits he might have received from the technicians. Next, we may well note that of the 446 U. S. members of P. E. N., the supreme international organization for authors, all but 42 are from the Northeast, while New York has 296 of the total and Mississippi has just one member. On the basis of technical advantages would New York be expected to produce many equivalents of Faulkner? The third consideration may be found in the reference to the literary refugees of the United States who "escaped" America in the 1920's to concentrate for great production in the setting of fellowship and leisure abroad but who, as pointed out by Malcolm Cowley, not only lost their own feelings, beliefs and integrity but found no substitute for them and created little as the price of their sojourn. And many promising authors who migrated from the hinterlands from which they gave such promise to urban centers where they were expected to excel, found more intellectual and literary fellowship, more autograph parties, more cocktail parties and talk but less writing. And even the "great ones" could not "come back," loosed from the moorings of the cumulative incentives and power of their cultural milieu.

William Faulkner is a "natural" from Mississippi and not Massachusetts, yes?

2. NO FAULKNER IN METROPOLIS

John Maclachlan

I

More often than not the major novelists of modern Europe have been city born and city reared. Yet with very few exceptions the metropolitan regions of the United States have failed to produce novelists of any stature. When one pauses to reflect, it becomes startling how little New York, Chicago, Philadelphia and the rest have done towards filling out the list of consequential modern American writers of the novel, and how much, relatively, has been done by the far provinces of the nation.

The question as to why this should be the case has been raised by Donald Davidson, and is the point of departure here. The matter might be tested variously; by a statistical survey, by a tabulation from Harry Warfel's compendium of American writers, or inversely by answering a question once posed by Howard Washington Odum in another connection—not "Is it true?", but "If it were true, why would it be true?" or, in other words, what factors make it seem likely or plausible?

At first glance this is perplexing. In the great cities the higher reaches of the culture flourish, and one would suppose accordingly that they would be the apexes, the towering heights, from which the novelist might get the widest perspectives of contemporary life. There are the libraries, the museums, the art centers, the printeries and binderies, the markets for the finished literary product, the specialization and efficiency to provide time for the derived productivity of the artist. There are the teeming crowds and the focal points of the lore and happenings of the earth.

There too are the tools and instruments of a giant technology, overt compelling evidence of the power of science, example supreme of man's quest and conquest in the world of physical being. Finally, there are collected by batallion and regiment the highly intelligent, the highly trained, the mature and sophisticated minds of the age, since the city is the best market, paying the highest price, for the kinds of work they do.

Yet by and large the creative writer in America has gone to the city only to turn back to Oxford or to Asheville or to the western heartland. Else, in going to the city he has taken and kept with him the Carolina hills or the undulating clay slopes of Mississippi. Then he has gone home again, or he has never left home. Sometimes, of course, he has disappeared into the ranks of the lesser figures who turn out the scripts, scenarios, anonymous or pedestrian or pathetic manuscripts, the nothings or almost-nothings of commerce.

American city life has been a refuge in which the creative writer has found passing sanctuary and a market for his wares, and no more. It has been more often the graveyard than the spawning ground of literary talent. The bright young man, the sentient young woman, who might have been creative artists become there something less.

Two things about this are sad. One is that, as cultures do, our metropolitan culture gives rewards which make its victims comfortable, because having become what they turn into they establish themselves as standards, norms, their own ways and foibles as the symbols of success, so that they value the lesser gain above the greater loss. The other sad thing is that they forget what might have been, what it is to live at one's highest level of insight and talent, seeking one's own creative utmost. It becomes amusing to them to recall that once they had the innocent temerity to hope for greatness, to seek within themselves the greater rewards of living, that they saw and felt writing as an end in itself, as a moral responsibility and an ultimate good.

There is thus far no William Faulkner in Megalopolis. We know that there are, among the hundred million more or less who live within and around the American metropolis hundreds of thousands, if not millions, who have the inherent stuff of genius, 'top percentile' intelligence and its correlates. But no Faulkner. His sense of the final in the immediate and the universal in the particular, of the fire and drama and worthiness of the human struggle, has found no voice among them. Such sensitivity and sensibility seem to come to metropolitan minds *ex post facto*: reading it they grasp it, only to forget it straightway again; the grasp is half-handed, 'intellectual', unfelt, lacking that strength which goes with a sense of elemental reality . . . . .

II

It requires much to unravel such a riddle. No small answer will solve it, no easy explanation the problem it poses. A simple reason may suffice for one unrealized genius but multiple and comprehensive cause must lie behind so large a matter as this. One can understand so large an issue only by seeing what is common to the experience of the sentient in the metropolis, not by seeking serially and separately what is unique to each of them.

An answer, then, may lie in the distinctive culture of metropolitan America, in the patterns, complexes and traits, the molds and structures of role and status, which that culture fixes upon the men and women who might, who could, write at the uppermost level. This answer is in the opportunity and lack of opportunity, the avenues and the *culs-de-sac* of expression and activity, around the potential novelists of the urban regions of the land.

A culture has its overall being, and within that its component parts. In its largest aspect is the *ethos,* the all-pervading, distinctive way of life and of looking at life which marks it off from all others, explicit in its science and religion and philosophy and art, implicit in its lesser parts. Within the *ethos* are the swirling, constantly changing major patterns of living, of values and concepts relevant to getting born, getting a living, dealing with the immanent and imminent crises of life and death. Within the *ethos* and the distinctive patterns of the culture, again, are the more restricted, more readily definable and visible ways of doing and being through which the customary clusters of folk get along. It is within these tangible complexes that the innumerable separate traits of the culture have direct meaning, and that the experience of the individual is worked out.

The prose writer in our metropolitan culture encounters at least two such complexes which are especially disastrous. One of these is the 'formula', the other 'the line'. They are alike in their constricting effect upon his mind, different in the means through which they bind it up, and both are expectable cultural resultants of forces which are indigenous to the cities.

The 'formula' complex is an aspect, at the literary level, of metropolitan commercialism. It is as powerful as it is, and as destructive in its power, because it envisions the novel as a commodity to be

manufactured, processed, graded, stored and sold when the market is ready. Many of its most gifted victims are "staff" writers, persons of conspicuously reliable talent who can produce, and do produce, specified weight and count of words of predetermined, fixed and limited quality. They produce for a clientele, not for a market in the wide sense, but for a known number of listed readers, purchasers who must get in November of 1952 the same proportionate amounts of the same materials they received in November of 1948 and will get in that month of 1958.

These are the arrivees of the formula, the fortunate talented who have in hand the precise technique, the exact vocabulary, the properly varied but essentially changeless plot. Their work is not, need not be, hack in the poorest sense; but it is work, it is repetition, it is chained to the typewriter and the bank account, the retainer and the contract. It will produce in November after November, in June and April after June and April, what it has brought forth before and will bring forth again.

Far more minds are caught in another phase of the 'formula' complex. These are the young men and women, the housewives and students and clerks, who think of writing as a means to extra income, to a modicum of status as 'a writer', and seek success through becoming 'market conscious'. They buy and read treatises on 'what will sell', surveys of the thousands of outlets large and small through which typed pages may be turned into publishers' checks. They write and rewrite, labor and struggle to fit or better to force themselves into the formula, the accepted pattern, the specifications of the familiar and clearly priceable commodity.

All this is as it may be. One does not "blame" the staff writer for his suburban comfort, for his knowing accomplishment of a saleable trifle, or the part-time writer for his anxiety to be published at all. For that matter, it is not the business of the observer of a culture to praise or condemn it, since in doing so he ceases to be an observer. In the meantime 'the formula' leaves little time for experiment, little room for individuality, and less of both for daring and disturbing insight.

In quite a different way the 'line' complex arrives at the same end, substituting another gain and satisfaction for that of literary creation. Whereas the 'formula' complex clusters around the economic value of writing technique, fitting words and sense to the limits of

a commercial enterprise, the 'line' is manifestly of an ideological order. It produces a school or a party or a coterie of interchangeable intellects, all seeing man's fate from the same viewpoint, all explaining that fate through the same syllogism. It shows itself in the parade of intellectual fads and fashions, in the cults and esoteric or exoteric movements that eddy about in the metropolitan swarm, in the flow and play of the cross-currents of interest groups and pressure groups.

Thus we have had a clinical-psychiatric line, a line of economic determinism, a Freudian line, these and others within our time. Like the 'party line' in politics, these modes and movements in literary life put a premium upon conformity. To them the supreme intellectual virtue is conformity, deviation the great sin. The follower has only to follow, once the line has been determined, to achieve virtue and excellence. But let him doubt or wonder, and he is lost. Let him consider that there may still be a mystery in the universe, a limbo out of and into which we move, an unknowable or even an unknown facet of life, a retrievable freedom of the human spirit, and he is not only lost but damned and destroyed. For it is universally true that each 'line' contains a prescribed determinism, an inexorable pattern of description and interpretation whose violation is anathema.

Once again, the observation is not one of blame or judgment. The follower of the intellectual-literary 'line' of the time, ironically, embraces the line with a sense of liberation and fulfillment. The ready-made *weltanschauung,* besides being emotionally warming, is a quick and reliable substitute for ratiocination. It is in a chaotic world a clear and perfect guide. It has the quality of bringing intellectual strength, or a seeming of such strength, through an act of faith, and if that act descends into the *auto da fe* the descent is, to its possessor, no more than regrettable. If it makes the follower a zealot, seeing good in his kind and evil in all else, it still confirms in him a sense of wholeness, rightness, wisdom. If it blinds him to reality, if it makes him forget that individuality is possible, if it conceals from him that man's unaided mind can apprehend only the semblances of things, these are unnoticed items in his account with the universe.

There is likely to be a measure of correctness within the syllogism of any literary 'line'. There is a struggle for survival in nature, but it may be that the separate individual is not the unit of that struggle. The sex urge is potent in man but it may be, as indeed Freud himself would have insisted, infinitely more complicated than a mere urge to

sexual expression. Personality distortion produces tragedy, but tragedy may be deeper and more meaningful without that distortion. Class conflict has been and is a phenomenon of modern life, but it may well spring from and result in other than crudely economic forces and issues . . .

The point here has to do not with the truth or falsity in 'lines', but with their strait-jacket effect, which operates in a dual fashion. On one hand it fits the writer into a mold, a range and limit of subject matter and a predetermined pattern of thinking. On the other it leads him to see man as a mannikin, a passive creature wholly driven by forces beyond himself; his plot becomes a didactic demonstration of revealed truth, his whole effort a self-conscious aping of the stereotyped mean, median, mode, of his 'line'. Thus he cannot grow, for growth is change, rejection, deviation. He cannot experiment, because experiment is challenge. He cannot wonder or doubt, because these affirm independence of thought and spirit.

Although these two complexes express essentials of the metropolitan situation, there remain other matters. One of these is physical in the plainest sense. In the metropolis the realities of life are too much shut up, closed away, put behind walls and barriers. Birth and death occur in remote, aseptic caves. The earth is captive beneath pavement, behind rails and hedges, regimented and disciplined in parks and subdivisions. The seasons of the year are hid behind heating systems and cooling vents, the sun and rain above roofs and canopies. Time and space are man's toys, his pawns. Man, the automaton of the 'line', is master of a mechanized and docile universe. In all this fear and pain are vassals, the pangs of the individual human being are microcosmic and trivial, the essences of life are the roar of traffic, the surge of crowds, the rhythm of the great urban machine.

Finally, less in a sense but not less in any reality, is the endless pattering about, the busy-work, with which the lives of sensitive folk must be filled when there is nothing else to fill them. The appointment, the 'date', the cocktail party, the tea, the commuting, the conversation piece, the arbitrary and artificial deadlines and commitments and potherings, which urban congestion, urban distances, urban schedules, the very compacting of great numbers of likeminded folk beget; these and things like them round out the score, give the riddle sense and meaning and a possible answer.

III

Over and above all, sentient man in the metropolis is a willing prisoner of his culture, because of the prestige it enjoys, the accolade bestowed upon it by one and all. If it be acknowledged that here culture is at its perihelion, then man here must be at his zenith. If it be the nearest approach to perfection, then one has only to conform to share in its quality. In consequence there is no difference made between the good and the less than good attributes of the culture of the great city, no challenge and no urge to find another way.

Faulkner's Yoknapatawpha County is a far place. There is nothing between its folk and the elemental forces of the universe, no canopies, walls, clinics, ranks of professionals and bureaucrats to stand between them and life and death. There is no segmentation, segregation, of caste, class, sex, of age from youth or male from female or white from black, to prevent a whole view of life as a whole.

There is no formula, no line, because the cultural forces which beget them are not there. There is no overwhelming manmade technology, because the doings of man are dwarfed, as are his machines, by the immensities around them. They are dwarfed, let it be said, in a different fashion from the minuscule of the city. Here a man, one man, stands alone in a field, and has it out with the elements. Here the child sees death, and the elder sees birth. Here is the original of man's experience down the ages, the general, the broad contact of psyche and universality.

Jefferson is a hub of the universe. It is a small town, a village, but it is more. Center and turning point of its surrounding countryside it is, like any point in an infinity of time and space, a place of departure equidistant from all others. Moreover it is a community of no secrets. Each knows all that is true, and much that is not, about each. Not a man's own life alone is known, but the life of the father and the grandfather as well, and that of the son. Something done or said on an occasion fifty years ago may well come into the talk of explaining what happened, what was done and said, last Saturday night.

Much that is true of Jefferson is also true of all provinces, of all clusters of folk in agricultural regions. Much, however, is unique to Jefferson or at least to the culture area for which Jefferson stands as an instance, a symbol. Much might be inserted at this juncture

about local history, about the insulation and isolation which breed cultural distinctiveness, about the crosscurrents of religiosity and sensuality, of puritanism and liberalism, about the tradition of violence and that of hospitality, about the rise and surge of new rulers in the land, the decline of elder patterns.

But on reflection all these things seem to be secondary. Essential to Jefferson but not to all cultural provinces is an ethistical factor. That is, that in the *ethos* of Jefferson and Yoknapatawpha, the essence of man lies in being, not in having or doing. Metropolitan men are judged and judge themselves on performance, on externals, on what they possess or what they have accomplished. In Jefferson possession and accomplishment are taken for granted, seen as inevitable outcomes of being. Being, that is, a male, a white, a Sartoris — or else a Snopes; being, in terms of attributes which other cultures may regard as mere products of experience — brave, cowardly, honest, dishonest; being in terms of inherent nature, unchanging and unchangeable; being in terms of foreordination, in terms of absolutes . . .

Thus seen, man the individual becomes a force rather than a product of force, the active agent of his own fate rather than the wondering victim of the *deus ex machina.* He is what Spengler called Faustian man, engaged in eternal struggle against an unfriendly universe. The struggle is foreordained, however, because of the urge within man himself and not because of some external determinism.

That this should be true rests upon many considerations. It is a facet of puritan protestantism, with its doctrine of perfectionism, i. e., that to avoid eternal damnation one must never sin during this life, but that the drive to sin, 'the Old Adam' is inborn. It is implicit in the ancient planter-small farmer dichotomy of the society, that affirmation of aristocracy in the folk culture which accepts the fact even if condemning it. It is insistent in the biracial caste pattern that differences, not merely of ability, but of essentials of the spirit as well, are inherent in the two races and in conflict, rather than merged or averaged off, in the crossbreed. It is even explicit in the traditional equation of the sexes, which sets sharply different roles, personalities, even vocabularies, for male and female in every social class, and assumes that the resulting divergencies are expressions of male-being on one hand, female-being on the other.

In all of these, the human being must do, and does do, what is done because of his being. And not, be it said, his biological, physiological being, but the eternal spirit within him.

What has been said above is not said about Faulkner, the novelist, or about his philosophy. It is said about the culture within which he has lived, the unselfconscious folk world around him. It is said, moreover, out of a lifetime of living through the same culture elements and twenty years of study and research in the region. Oxford is not Jefferson, except as Holly Springs, Columbus, Natchez, Grenada, and towns throughout the plantation south and the upland small-farm south are Jefferson. Nor is Lafayette County Yoknapatawpha County, except as the hill counties of Tippah and Tishomingo are, or as Washington and Leflore in the Delta or Lowndes in Alabama or Mississippi, are Yoknapatawpha.

In a word, Faulkner's town and county wring out the inner realities of Southerns agrarian culture. That they could do so, that he could reach as deeply into the matters below the surface, is explained in part at least by a final advantage the sensitive mind in the provinces has over its counterpart in the metropolis.

That advantage, easier to apprehend than to define, is simply that there is no regularly assigned status or role for the writer in the folk culture. Born and bred within its domain, he still becomes exterior to it as soon as he develops the alien concern with creative writing. He is forced into the role of a participant observer, knowing and feeling its essences as no outlander ever could, but still seeing it from without, in a detachment not of his own seeking.

The real community of Oxford, unlike Jefferson, has a full share of the literate and informed, of persons who are sophisticated in the sense that they are aware of and influenced by the culture of the world beyond their region. That they are almost wholly excluded from Jefferson is readily understandable, since they would confuse the issue, divert attention from the main theme, even change the entire preoccupation of the novelist.

But there is a more substantial reason than this. It is that the formative years, the childhood and adolescence and the young manhood, of the novelist were spent in closer communication and association with the folk. The child in the Southern community like Oxford, at least up to a quarter of a century or more ago, lived close to every kind and level of the people. He was intimate, whether on friendly

terms or not, with Negroes of all ages and both sexes, with 'redneck' boys and the sons of the squires. He ran headlong and pellmell into dealings with adults, too, of every description. Errands took him into the homes of the washerwoman and the carpenter, the judge and the doctor. He roamed the community at will, up and down all its alleys and avenues. He heard and saw all that could be seen and heard and, like children everywhere, he stored up lore, questions and answers, gossip and knowledge, fortuitous ignorances and gratuitous wisdoms, against the coming of his adult years.

If he happened to have the sensitivity which would make an artist, that extra awareness, he would absorb more, question more, react more strongly, than his fellows. He would revolt more against the rule of the folkways, respond more intensely to the forces of growth and decay around him, prepare himself more strenuously for a later evocation of what he had seen and heard and felt. He would carry into manhood the full panorama, the total sense, of the culture and of the personalities and the crises which typify and dramatize it.

This explains in a sense the superlative opportunity that the province offers, over the city in which social classes have less interaction, in which whole square miles may be inhabited by a single kind of folk, in which the growing child, the developing mind, sees and hears and feels only a fraction of the culture around about. It does not, and cannot, explain genius.

But there does appear one clue even in this direction. The prescient youth, growing up in metropolis, discovers that he too can be fully a member of a group, a tribe, of his own kind. Even in junior high school he can take a course in creative writing, join the literary society, enjoy the approbation of his fellows, fit comfortably into a coterie who seek derived learning, secondary experience. But in the small provincial town of a generation ago in the deep South this was hardly true. There conformity was in the occupations established by tradition, in the modes and forms of acceptance, uncritical acceptance, of the whole culture. Deviation, dissidence, were punishable, as they are in the metropolis of 'line' and 'formula', into which the junior high school prodigy above will graduate.

Here, however, in the Jefferson which was an aspect of the small towns of the rural south, the dissidence of genius would naturally take the form of an independent, highly individual critique of Jeffer-

son itself, the deviation the form of a strong drive to succeed, not financially but intellectually, to justify one's calling by attaining its heights. Jefferson (one does not anywhere here mean Oxford) at best could see writing as an amusement, an avocation, a polite adornment of gentility; and at worst, when writing interfered with stoking the furnace or sorting the mail, would see it as a pernicious activity, an even criminal waste of time and energy and ability. Thus it would resist rather than encourage the embryo writer.

Small talents, lesser drives to expression, wilt and turn away. The larger talent which might in metropolis have grown comfortable and fat and conformable, however, cannot do so. *Ad astra per aspera.*

NC-81

THE UNIVERSITY OF NORTH CAROLINA

Statement made by President Frank P. Graham to the Board of Trustees, at Greensboro, May 30, 1936, concerning the Coördination and Consolidation of the three Institutions which compose The Consolidated University of North Carolina.

The University of North Carolina at Chapel Hill
Founded 1789

North Carolina State College of Agriculture and Engineering at Raleigh
Founded 1887

The Woman's College at Greensboro
Founded 1891

PRESIDENT GRAHAM'S STATEMENT CONCERNING CONSOLIDATION

As we reëxamine the consolidation of the Woman's College, State College, and the University at Chapel Hill, we recall the statement of the governor, the act of the legislature, the recommendations made by the distinguished experts, the adaptations made by the State Commission, the 1932 resolution of the Board of Trustees, the responsibility for further studies by the trustees' committee on consolidation, the report of the state committee on engineering, the many meetings and studies of the University Council of institutional and faculty representatives, the studies of the trustees' committee, the recommendations of the president, and the action of the trustees' committee, the executive committee, and the full board.

It is recalled that several years ago the members of the Board received the report of the Commission on Consolidation which included the survey of the experts. We recall that the president and controller prepared and sent to each member of the Board last spring a book of reports, memoranda, recommendations, and other materials in fifteen sections on the question of engineering and consolidation. The pamphlet prepared by Mr. John Sprunt Hill was properly sent by him to all members of the Board. We recently sent to you the resolutions of the faculty of the University at Chapel Hill and of the faculty of State College, both as worthy of your serious consideration.

In our present deliberations, we must not only consider such valuable materials, but we must also reconsider the whole matter from the several basic viewpoints: first, the possibilities and implications of no consolidation at all; second, complete physical consolidation of all three institutions on one campus; third, the administrative coördination of differentiated schools; and fourth, the functional consolidation of duplicating schools.

No Consolidation?

As to the proposal for no consolidation at all, we must remember we are under the legislative mandate to consolidate. We have spent three years in the process and are now set up on a consolidated administrative, budgetary, and functional basis. It was partly through such a united front that the public schools and higher public education in North Carolina with all the frustrations, cuts, and scars of the depression, were enabled to come through with hopes vigorous for another advance in public and higher education in our state. Many of us still shudder to think what might have happened in several of the darkest times if

public education had presented a broken and disunited front to both panic stricken friends and determined opponents of a decent support of the public schools and institutions.

To reverse the consolidation process now would be a waste of time, thought, and plans for the long run consolidation of functions and values basic to the building of a great threefold university in its manifold but united services to the people of North Carolina. To go back to the old status now would set in motion antagonisms, a competitive race for available appropriations, and a reduplication of functions on the higher levels that would damage the cause of education in general and of higher education in particular.

Already there was in prospect the building of four and possibly six graduate schools to be supported by the state. In the course of the decades these developments would have meant that North Carolina could not have supported any graduate school of the first rank. Instead of choosing to build a consolidated university with a preëminent graduate school we can choose to build a number of second rate universities with the quality of the basic schools and colleges drained off at the top by a half dozen inadequate graduate schools. Consolidation of state supported graduate work in North Carolina will save and advance a university of distinguished resources and opportunities. We could choose the simpler and softer way of making no real consolidation at all or take the more difficult and complicated way of planning and guiding the development and consolidating the strength and values of three state institutions of higher learning in the service of youth and the state.

Complete Physical Consolidation?

At the opposite end from no consolidation at all was the proposal for complete physical consolidation of the three institutions on one campus. Physical consolidation is theoretically the one complete answer to the complicated problem. Any other answer is theoretically and logically imperfect. But this answer is now humanly, historically, financially, and as a matter of public policy, impossible without wreckage of institutions and damage to the whole state. A half century ago the University rejected the possibility of such a development. Meantime the state has invested upwards of six, seven, and ten millions of dollars respectively in the plants at Raleigh, Greensboro, and Chapel Hill. We have alumni bodies respectively of eleven, fourteen, and eighteen thousands. Precious human treasures of loyalty and spirit are deposited deep in the local soils of these places. By a long established public policy they are historically separate institutions, twenty-nine, fifty-one, and eighty miles apart, about which cluster devoted traditions and

high associations of student generations reaching back half a century and a century and a half.

Furthermore the consolidation act provides that the North Carolina State College of Agriculture and Engineering shall be located at Raleigh and shall be known as the North Carolina State College of Agriculture and Engineering of the University of North Carolina and that the Woman's College shall be located in Greensboro and shall be known as the Woman's College of the University of North Carolina. It is also provided that the final location of all schools, departments, and divisions of work now located at any of the three institutions should be subject to the study and recommendation of the experts and the commission without prejudice by any provision in the act. It was further provided that the governor submit the report of the commission to the trustees and the report as approved or modified by the Board shall be the rules and regulations of the Consolidated University until changed or amended by the Board.

The experts and the commission had the freedom to recommend the final location of all the schools, departments, and divisions in any place or places they chose, even to the point of requiring a change in the name and location of institutions specified in the law. Under the law as it stands, however, there can be no complete physical consolidation in Chapel Hill or anywhere.

Complete physical consolidation of these three institutions is, it appears, legislatively, traditionally, and financially impossible. We respect these institutions and have the double public obligation not to destroy any one of them but to develop all of them to the limit of their purposes and consolidate them to the highest possible point of practicable wisdom, functional capacities, and educational values.

Though physical consolidation is the complete logical answer to the problem of consolidation, there are real compensations in its impossibility. The bigness of modern universities, developed to the point of becoming great educational factories for mass production, sometimes comes at the price of the finer and more intimate associations of smaller institutions and to the hurt of the spiritual quality of the more excellent life of an uncrowded place. We can in our consolidation be one in three and three in one with the distinct qualities, associations, and loyalties of the smaller institutions preserved in the traditonal localities, yet united in functions, values, and services for the whole state.

Institutional Coordination or Functional Consolidation?

It seems then that no consolidation is unwise and complete consolidation is impossible. Our duty as officers and trustees, who

have accepted the obligations of a public trust, is to accept our responsibility and consolidate to the limit of possibility and wisdom. The question is not limited to any one school or centered at the point of any one special institutional interest but involves the consideration of all the duplicate schools and curricula on the higher and graduate levels in the whole University. We found within the University what in effect were duplications of curricula on the upper levels in library schools, science, business, education, engineering, three incipient graduate schools, and the possibility in the state of six graduate schools to be supported by the state. The question arose, should there be simply a coördination of the work of the several duplicating schools and curricula or should there be consolidation of these schools with no duplication of the schools and curricula on the upper and graduate levels? The mere coördination of the work, without breaking up the unity of the group of courses devoted to library science or business administration or engineering, does not eliminate duplication on the upper and graduate levels. In the case of education, one suggested answer was the consolidation of all three departments at the University center in Chapel Hill. We have effected such a consolidation at Chapl Hill as far as it was practicable and wise with elementary education for men, secondary education, and graduate work in elementary education, secondary education, administration, supervision, and all other graduate work except in agriculture and industrial arts consolidated at Chapel Hill. The Woman's College by its foundation, function, facilities, and services had, as a teachers' college, and has, as a woman's college, one of its highest purposes in the training of teachers. If the Woman's College is to carry on a fundamental part of its great function, it must provide not only for the training of elementary women teachers, but also for the training of secondary women teachers as a coördinate undergraduate woman's college of arts and sciences. If State College is to carry on a vital part of its fundamental mission, it must provide for the training of teachers of agriculture and industrial art for which there is functional provision only at State College. Except for the recognition of the coördinate place of the Woman's College and the functional set up of State College, all work in education is concentrated at Chapel Hill with no duplication in schools or curricula on the upper and graduate levels. The coördinate function of the Woman's College as a distinctly woman's college makes necessary the provision on the undergraduate level for secondary education for women at Greensboro and for elementary education for men at Chapel Hill. The plan thus worked out provides in its development

for meeting with a various but complete curriculum the teacher training needs of our state.

This principle, which has thus been applied in the coördinated division of education, has been applied, without the necessities of such coördination, in the outright consolidation of the duplicating curricula of the library schools at Chapel Hill and of science and the business schools at Chapel Hill. The Woman's College at Greensboro has been coördinated with the college of arts and sciences at Chapel Hill. With the working principle of having no duplication in schools and curricula on the upper and graduate levels, we have followed through in coördinating and consolidating three departments of education, in consolidating two library schools, two science curricula, and two schools of commerce. The University at Chapel Hill has been the logical and educationally valuable focus of all these consolidations. On the basis of the working principle, shall we follow through in the consolidation of the two engineering schools, and if so, where?

The Engineering Schools

The proposal is made that we do not consolidate the two engineering schools but that we either maintain them as separate schools or that we differentiate and coördinate them as two separate divisions of one school. Some five proposals, overlapping in parts, have been made as to the basis of such a differentiation between the engineering work to be given at Chapel Hill and at Raleigh: first, the basis of a major and minor function; second, the separation of branches; third and fourth, two proposals for two distinct types of engineering schools; and fifth, the development of one school of engineering and one school of industries.

The first proposal envisages "two sets of objectives of each institution: major objectives in which duplication will be avoided and prevented, and minor objectives which depend for their existence upon economy and necessary service in the unit in which they are found." Thus engineering might be, it was suggested, a major objective at Raleigh and a minor objective at Chapel Hill and business administration might be a major objective at Chapel Hill and a minor objective at Raleigh. The service courses, necessary to a major objective, thus become the nucleus of an independent school. However, we are concerned that basic and cultural service courses find a high purpose and a more vital value in becoming, not so much an independent school and detached in their ends from the functional schools but more basic to and a more vital part of these schools. Moreover, we have not been able to find a clear and resolute basis for preventing a minor function from becoming of its own processes a duplicating major function in reversal of consolidation.

A second proposal would provide for two coördinated divisions of one engineering school with some branches of engineering in Raleigh and other branches in Chapel Hill. This does not seem to us the wisest educational procedure. The interrelation of mechanical, civil, electrical, and chemical engineering is basic and strong. It is not a sound answer to break up the valuable unity of either engineering school when it is functionally practicable and educationally valuable to consolidate the two schools in one place.

The third suggestion would provide for the maintenance of both of the present engineering schools on the college level, both giving the fundamental branches but differentiated in emphasis and coördinated in values. The engineering school at State College under this plan would be more practical, less professionally scientific, and more adapted to preparing men for the specific needs of industries. The engineering school at Chapel Hill would accordingly be more professional, more highly scientific and investigative, and adapted to preparing men for the general practice of engineering as a profession. There is, it seems to us, no stable basis for such a demarcation between engineering schools on the college level. The quality, standards, and values of any engineering school on the college level are determined by the quality, standards, and excellent work of the staff and students. With both engineering schools rightly striving for excellence in the quality and work of staff and students, the line of differentiation becomes less and less in the fact of two engineering schools in the same University. Such a basis of consolidation would likely raise the question of finding some such basis for two library schools, two schools of commerce, and all other duplicating curricula on the upper levels.

The fourth interesting suggestion, made by a distinguished practising engineer, unconnected with either institution, would have "the School of Professional Engineering limited to Chapel Hill." This was not to be done by way of "reducing the A. and E. College to the status of a Junior College" as was recommended but "to perfect the plan on which the school was started; namely, that of a college of Agriculture and Mechanic Arts" and "to make the College at Raleigh the best agricultural and textile school in the country, a part of the University, its graduates ranking equal with the graduates at Chapel Hill and Greensboro, but devoted to a specialized type of education to meet the needs of this day." There would, it was pointed out, be no duplication in the work at the two institutions. The two schools would accordingly prepare engineers for "two distinct fields," a small number of "professional engineers" for a limited field and a large number of "technically trained" or "artisan engineers" to meet the heavy,

more specialized needs of industry as "technicians, operators, superintendents, and employees of industrial plants" who will be "the mainstay of industry but only a few of whom will rise to be recognized as men of outstanding ability and position."

We hold that the need for the training of such technicians can best be met by technical institutes. In "A Study of Technical Institutes" published by the Society for the Promotion of Engineering Education, it is pointed out that industry in an average year could absorb 40,000 to 50,000 men so trained and that technical Institutes might thrive in most cities of 50,000 or more. The study goes on to point out that "the situation warrants a great expansion of technical education above the secondary level . . . and that a need exists in our post-secondary scheme of education for a large number of technical schools giving a more intensive and practical training than provided by the engineering college.

"These schools should train principally for supervisory and technical positions in particular industries and to a less extent for engineering work of a general character." It was emphasized in this study that "the largest field to be served by the technical institutes appears to be that of training men in the specific methods and skills of particular industries rather than that of generalized engineering courses of broad aims. The former is not largely occupied by the colleges and probably rightly so, while the latter field is widely and fairly adequately covered." This work, then, should be post-secondary but not collegiate in character. When non-collegiate work is included in the services of the college, it should be at extension centers or in short courses outside the regular curriculum. The vast unfilled need in industrial America for industrial technicians can be met more adequately on the post-secondary level by technical institutes or similar agencies rather than by colleges and universities. The engineering work at State College in the plans of consolidation on the college and university level should not tend toward a trade school, a technical institute, the old college of mechanic arts or a school for "artisan engineers."

The fifth proposal is to have at Chapel Hill the professional school of engineering and at Raleigh a strong school of industries. It is well pointed out that we already have the nucleus for such divisions in the engineering school at Chapel Hill and the textile school at Raleigh. The consolidated University should in this view be prepared for "the development of two distinct types of engineer: the one, the broadly educated engineer who will engage in general practice and the more specialized type of engineer who will enter industry as a life work." If the school of industries is to have more of the nature of a technical institute, then it does

not belong to the college except, as suggested, in short courses or at extension centers. In so far as the school of industries or the technology of specific industries is included or is to be included in the college, it should have underneath and as a part of itself the strength, standards, breadth, and richness of the basic general college undergirding the basic years and reënforcing the upper more specialized years without duplication of schools or curricula. Such a school of industries, even though developed along different lines, is, on the college level, at the same center a proper companion of a high grade college engineering school.

The agricultural, technological, and engineering concentration the Board of Trustees has in mind for State College would not be overweeningly technical or narrowly industrial, but broadly based and reënforced by the general college. The general college without duplicate schools or degree granting curricula is to be a vital part of rather than apart from the schools and departments of agriculture and forestry, textiles, engineering, and vocational education. The faculties of both the general college and the technological schools as already provided by the Board will share in the making of the various curricula of the two year general college and in the making of the curricula of the upper years of the technological schools to the end that the necessary pre-technological will be in the basic general years and some of the general and cultural will be continued in the more specifically technological years. Moreover, we expect to see some students who take their bachelors' degrees at Chapel Hill take their technological and engineering degrees at State College and who take their bachelors' degrees at the Woman's College take the textile degrees at State College. Already an increasing number of students are going with their bachelors' degrees from the University at Chapel Hill to take the textile degrees at Raleigh. We would not make technological and engineering separations between Raleigh and Chapel Hill, but rather a concentration at Raleigh of the agricultural, industrial, and engineering schools as parts of a stronger united college in a stronger united university devoted to the training of youth in excellence and to the building to the highest levels the manifold life of all our people.

Such a concentration in Raleigh will be neither at the expense of the basically cultural in the technological schools, which constitute State College, nor at the expense of the basic sciences which are at the heart of the college of arts and sciences and the graduate school at Chapel Hill. In so far as the humanities, exact sciences, business, and social science are needed as service courses in agriculture, forestry, engineering, textiles, and vocational education, they will rightfully be given at State College but without dupli-

cation in schools or curricula. In so far as engineering courses are proper service courses in the curricula at Chapel Hill, as for example sanitary engineering in the division of public health, they will be given but without duplication in schools or curricula.

The expressed fear that the agricultural, industrial, and engineering concentration at State College will be at the expense of the basic scientific departments at Chapel Hill is not well founded. Strong scientific departments are required for agriculture, forestry, textiles, vocational education, which are already at State College. Further strengthening for engineering is to be through careful studies for the optimum use of the available money and the money released by contractions in duplicating curricula. During the past year there has been a marked strengthening in the staff and equipment of both the chemistry department at Chapel Hill and the chemical engineering department at State College. One of the most distinguished professors of chemistry in the country came into the University faculty this year and another of the eminent younger American leaders in physical chemistry enters the chemistry department next September. More professors with their doctors' degrees have been added to the departments of mathematics and chemical engineering at State College during this current year than were ever included in those departments in all the rest of their history. These men came with good records from the best universities and institutions in this country and were added simply by way of wise replacements in the existing staff and not at the expense of any other department or institution, and not to the disadvantage of additional selections to be made for the consolidated departments. The biological and medical departments have been strengthened at Chapel Hill during the past year or two with young men of high excellence added in the lower ranks. Moreover, a nationally distinguished physicist has been made head of the department of physics; and in the long run, equally important is the fact that one of the coming young physicists of the country who did distinguished work at Hopkins and more recently as an honored fellow at the Bohr laboratories at Copenhagen has come into the physics department at Chapel Hill this year. The strengthening of the German department with two other scholars of distinction has added basically to the scientific spirit and tools at Chapel Hill. The strong biological faculty at State has not impaired but rather has reënforced the strength of the biological departments at Chapel Hill. We see not a decline but an advance in the basic sciences at Chapel Hill. Let us take courage and rejoice in every advance and on any front of the whole University.

The Board of Trustees by long and lawful custom has placed

upon the President responsibility under the Board for the selection of the staff and the making of the budget of the whole University. It is hardly necessary for him to say that, because he shares this responsibility with administrative officers and elected faculty representatives in faculty advisory committees in each institution, he has not by this direct democratic faculty participation abdicated from his executive responsibility under the Board and that the composite budget will not be made at the expense of the staff or the basic sciences or any other basic courses in any member institution. A sincere regard for the present work and future development at State College is, we trust, only a part of a larger conception of the functions and future development of all three institutions to the highest reaches of their capacities and opportunities within the framework of a functionally consolidated, deeply resourceful, and widely serving university of the people.

CONCLUSIONS

The functional coördination of the Woman's College as a distinctly woman's college of arts and sciences, the agricultural, technological, and engineering concentration at State College, and finally the graduate concentration at the University in Chapel Hill are all organized to the high ends of a democratic state. Consolidation reaches its height in the graduate school. At the University in Chapel Hill we have the concentration of graduate work in the humanities, natural sciences, and social sciences. At Chapel Hill are to be administered and given all doctor's degrees, whether through the resources here or through our consolidated resources, and all other graduate, postgraduate, and professional degrees except the professional, postgraduate, or master's degrees in home economics and secretarial science at the Woman's College, and in agriculture, forestry, engineering, textiles, and vocational education at State College.

We can, through our consolidated graduate resources of all three institutions, the coöperation of the Central Agricultural Experiment Station at Raleigh, the Institute for Research in the Social Sciences at Chapel Hill, the University Press, the Agricultural Extension Division at State College, and the Extension Divisions of all three institutions consolidate a research and extension program for knowing the needs, developing the resources, advancing the opportunities, and enriching the life of all the people of our state.

Out of the many reports, memoranda, studies, and exchanges of responsible, appointed, and elected committees, out of long consideration and much thinking of many people, have emerged these four working principles adopted by the Board on the recom-

mendation of the president as the bases for the consolidation of duplicating schools, the coördination of three institutions, and the unification of the state program of higher education.

First, provision for two years of fundamental and cultural courses throughout the three institutions with no duplication in schools or curricula on the upper and graduate levels. The courses of the first two years will not be uniform but basic with variations according to the function of the college and the aptitudes and choices of the students.

Second, the coördination of the Woman's College as a distinctly woman's college of arts and sciences with no women students admitted at Raleigh or Chapel Hill in the first two years. To round out a complete college of liberal arts, three new departments have been added at the Woman's College this year as a part of this coördination as recommended by faculty committees: first, courses in Greek as a part of the new department of classical civilization; second, an independent art department as part of the college of arts and as a focus for all the art work of the college; and third, a department of philosophy. We recall that the recovery of the ancient Greek learning led to the discovery of a new world, and we hope that its inclusion in the curriculum of the Woman's College will lead to a revival of the classical learning for those few who drink deep in the ancient springs of Greek literature, art, and philosophy, the most classic of all the liberal arts. The department of art was added for the young women students in the college not so much for them as artists as for them as human beings in need of some knowledge of the history, function, and satisfactions of art as well as some opportunities to express in various art forms the creative artistic aspiration deep in the nature of youth. The department of philosophy was added because of the need in this complex world of facts, things, and change, of some acquaintance with the history of thought, a deeper sense of ethical values, and a basis for a spiritual integration of knowledge and ethics into a philosophy of life. Much of this is by way of fulfilling the function of the Woman's College as a coördinate college for women who need and have the right to resource themselves in the literature, the arts, and the philosophies from the classical to the modern age.

Third, concentration at State College of the schools and departments of agriculture and forestry, textiles, engineering, and teacher training in agriculture and in industrial arts. This agricultural, technological, and engineering consolidation at State College as a part of a consolidated and coöperative enterprise in state building in a state built on farms and factories, energized by engines and dynamos, and tied together by highways and high

tension power lines, can multiply productive power and widen the democratic basis for a juster and more beautiful civilization.

Fourth, concentration at the University in Chapel Hill of graduate work. On top of the college of arts and sciences, the school of commerce, the school of public welfare, the division of education, the library school, the division of public health, and the professional schools of law, pharmacy, and medicine, forever, I trust, to be preserved in Chapel Hill, is this consolidation of graduate work to the highest reaches of the humanities, the natural and exact sciences, and the social sciences. With no sacrifice of standards and values, the graduate school is rather to be advanced in its graduate distinction in the world of scholarship, teaching, and high research, and in its scientific, economic, social, and spiritual services to our state and region and the generations to come.

We would thus have in this consolidated framework the coördination of a distinguished Woman's College at Greensboro as a distinctly woman's college of arts and sciences; the agricultural, textile, technological, and engineering concentration at State College in Raleigh on a high level for North Carolina and the South; and summarily at the University in Chapel Hill the college of arts and sciences, six schools, and three other divisions as the basis for the greatest graduate concentration in the Southern States. Running through it all is the main working principle of allocation of functions and no duplication of schools or curricula on the upper and graduate levels. We have on such a basis a framework of consolidation founded on the integrity of working principles instead of a structure built on the shifting sands of special local interests, the combination of institutions, the pressure of groups, and the controls of politics.

Within such a framework all institutions have more high functions than have yet been fulfilled and more opportunities than have yet been realized. With something more of a common faith and good will we can come through in this great adventure of making University consolidation an enterprise of creative coöperation for the training of youth and rebuilding of an historic old commonwealth toward the Kingdom of God. In the University brotherhood we respect honest fears of institutions and appreciate the fine loyalties of their sons and daughters. Despite the temporary alarms, misunderstandings and all the anguish of the birth pangs of real consolidation and even while holding forever fast to the spiritual stuff of our own loyalties to our own institutions, we will yet see the value of the united strength of all in the cause of all and in the long run interests of the state we all hope to help build. It is, we take it, the faith and plan of this Board, with the coöperation of the administrative officers and

the several faculties to preserve in all their distinguished qualities the high traditions of all three institutions. With them as separate foundations, we can build on a great past and on present sound working principles the united university as a basic part of the building of the resources and the life of the state to the end that there will be more abundant resources for all our schools, institutions, and agencies devoted to a more abundant life for all people. It is our accepted public responsibility to hear above the fears and sometimes clamor of the hour, the call of the future of our state for a unified University at work for the well being and advancement of the opportunities of the people, their children, their homes, churches, schools, colleges, farms, forests, factories, stores, newspapers, libraries, their professions and vocations, their organizations, their health, welfare, leisure, their work, and their common life in a nobler commonwealth for which our people still have the faith to dream and hope.

THE ACTUAL STEPS IN CONSOLIDATION TO DATE

1. One board of trustees.
2. One executive committee of the board.
3. One president.
4. One controller.
5. One administrative council of representatives of the three institutions and their faculties.
6. Transformation of three schools of education into departments.
7. No new registration in the school of science and business at State College.
8. No new registration of undergraduate women in elementary education in the college at Chapel Hill.
9. Discontinuance of the library school at the Woman's College.
10. A joint directorate, under a chairman, of the all-University Extension Division.
11. No men students at the Woman's College, in accordance with its purpose and the needs of the state for a distinctly and preëminently woman's college of arts and sciences, and no new admission of women students to the freshman and sophomore classes at the University at Chapel Hill and at State College.
12. The abolition by the board of the offices of vice-president and the appointments by the president, with advice of the trustees' committee, of three deans of administration.
13. The appointment of one director of the coördinated summer school, the abolition of the offices of associate directors, and

April 30, 1936
Number 309 Extra

THE UNIVERSITY OF
NORTH CAROLINA RECORD

U. N. C. Press

Issued 12 times a year as follows: 4 numbers in February, 3 numbers in March, 3 numbers in April, 1 number each in June and October.

Entered as second-class matter at the Postoffice at
CHAPEL HILL, N. C.
Under the Act of August 24, 1912.

the assumption of their administrative responsibilities by the deans of administration.

14. The beginning of the mobility of staffs and students.

15. The appointment of one dean of one graduate school and the beginning of the coördination and consolidation of graduate work in one graduate school under a provisional council appointed by and responsible to the president.

16. The establishment under a director of an all-University division of education on a functional basis for the training of teachers and to give unity and leadership to professional education in North Carolina.

17. No new registration in the engineering school at Chapel Hill.

MAR 24 1938
MAR 23 1938
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THE UNIVERSITY OF NORTH CAROLINA

Report made by President Frank P. Graham to the Board of Trustees, at Raleigh, January 31, 1938.

The University of North Carolina at Chapel Hill
Founded 1789

North Carolina State College of Agriculture and Engineering at Raleigh
Founded 1887

The Woman's College at Greensboro
Founded 1891

REPORT OF THE PRESIDENT

To the Board of Trustees,
The University of North Carolina.

I have the honor to submit the following report:

STEPS IN CONSOLIDATION

The functional consolidation of our three institutions is moving forward in successive stages with the acceptance by the state of complete responsibility for the consolidated library school in the budget of the University at Chapel Hill, the completion of the second year by a considerable number of Chapel Hill girls at the Woman's College of the University at Greensboro, the closing out of the School of Science and Business at State College and its consolidation with the School of Commerce at Chapel Hill, the complete consolidation next year of the School of Engineering at Chapel Hill with the School of Engineering at the State College of the University in Raleigh, the evolving coordination of the three departments of education in an all-University Division of Teacher Preparation, and the coordination and consolidation of graduate work on the three fold functional basis of one University Graduate School. The organization at State College of the Basic Division of arts and sciences, underlying and re-enforcing the Schools of Agriculture, Engineering, Textiles, and the Department of Vocational Education, will get underway within the year.

SIGNIFICANCE OF CONSOLIDATION

Before the end of another year, except for the duplication necessary to maintain and develop the Woman's College as a coordinate college of arts and sciences for women, to which we stand functionally committed, there will be, in the threefold University, no duplication in schools or curricula on the upper and graduate levels. The significance and values of this functional guidance, coordination, and consolidation of higher education in North Carolina will become clearer as the years go by. Already the tendencies toward the development of a half dozen or more duplicating state universities in North Carolina have been checked. North Carolina is now in position to have one pre-eminent state university with all three of its constituent institutions stronger

than ever before by reason of their functional advancement and consolidated unity. The State Teachers' Colleges will best serve the general welfare and the high purposes for which they were founded, not by making unnecessary attempts to duplicate the functions of the threefold university, but by fulfilling their own great functions as Teachers' Colleges.

Within the clearly outlined framework of functional consolidation the more vital processes of intellectual and spiritual consolidation are quietly underway, re-enforcing the autonomous values of each institution. It would not be un-natural if there should be some who would continue to fail to see much beyond their own particular institution or even department. The fragmentary, negative, and even deprecatory attitudes toward consolidation are in large part giving way to positive appreciation of its present values and potentialities. The central administrative council of representatives of the three institutions meet quarterly, and sometimes much more often according to the need, to advise the administration on larger policies. Representative faculty committees in each institution, chosen by the faculties, are functioning with solid democratic and educational values for each institution. Faculty meetings in the three centers have become more really educational forums of ideas and policies.

STUDENT LIFE

The dormitories, eating facilities, and general campus life have been improving with lessons from each campus. More generous, but still inadequate, provision has been made for faculty and older student participation in scholastic and general guidance of individual students. With the growth of the freedom of thought and citizenship comes a rise in the student sense of intellectual and moral responsibility and the more possible development of the character and personality of the individual student freely grappling with the issues, obligations, and opportunities of our student democracies. The remarkable work of the Dean of Women at the Woman's College is a most recent and encouraging illustration of the values of leadership and guidance of students for larger freedom, higher responsibilities, and finer citizenship. The educational assimiliation of intercollegiate athletics as a voluntary student activity is an unsolved problem that is certainly not to be solved by making intercollegiate athletics a contest in subsidies rather than a contest in unpurchased rep-

resentation and educational development. Whatever be the setbacks and frustrations, we must never give up the struggle. All three institutions have responsibilities that are insistently renewed with the perennial stream of youth who in large part come to college for personal development, social insight, and spiritual resources to play a more understanding, and sometimes a more venturesome, part in remaking a broken world in need of the best that youth has to give. Let us not slam doors on youthful hopes. Let us always seek to keep open the windows of the mind. Without the free struggles of student democracies with all the risks and failures, there can develop little real freedom. Without the freedom of the colleges and universities democracy will perish in the land of its birth.

NEED FOR INCREASED APPROPRIATIONS

A part of this democratic struggle for a wider human freedom is the struggle for appropriations more adequate for realizing the responsibilities and opportunities of our whole university. Even at the point of the highest per capita state support our institutions have been on a basis of low salary scales and inadequate general support as compared with the salary scales and general support of the privately endowed and state universities in the Association of American Universities. We will not unduly emphasize that point here but will confine ourselves simply to the figures of our three institutions as follows:

	1928-1929 Average enrollment in regular session	State Appropriation
University	2377	$894,000
N. C. State	1562	451,036
Woman's College	1778	465,000

The present appropriations are respectively $746,000, $363,000, and $343,000. On the basis of the 1928-29 per capita costs, based on the average attendance in the regular session, and the present likely average attendance in the regular session, respectively placed at 2950, 1850, and 1750, the appropriation figures should be approximately: $1,100,000, $540,000, and $460,000. The combined appropriations, if based on the former per capita costs and the present average attendance, would be nearly $650,000 over the present appropriations. If for the next biennium we increased the appropriations by $350,000, we would still be $300,-

000 short on such a basis. These figures computed on this simple and not all inclusive basis tell their own story and emphasize the present urgent needs of the three institutions with regard to faculties, departments, salaries, equipment, upkeep, summer school, extension, libraries, and research.

THE FACULTIES

We cannot emphasize too often that the faculty is the heart of the whole university and that the university in all its divisions goes up or down with the faculty. The several faculties have been decisively strengthened in a number of departments and need to be strengthened in more. At Chapel Hill sixteen departments or divisions of the University have been recently strengthened and four others are under special consideration now. At the Woman's College ten departments have been vitally strengthened and five others need early re-enforcements. At State College nine departments have been strengthened and six more are under study for needed strong additions.

To hold the strong and growing young men and women in the several faculties, to recognize justly the high service of the able and faithful veterans, and to attract needed professors of distinguished ability and personality, we need, not high, but decent, salaries to provide the conditions indispensable to their best work. We also need retirement provisions for teachers in old age which will provide the basis for security and zestful concentration during their most creative years on the main work of teaching, research, and leadership. False economies in the salaries of teachers and scholarly investigators is at the cost of the training of youth and the present and future development of the agricultural, industrial, intellectual, and spiritual resources of the commonwealth. We must not delay the full restoration of faculty salaries. Here is a test of our talk about building great institutions for the youth and people of North Carolina.

THE SUMMER SESSION

We wish also to call especial attention to the need for the restoration of adequate support of the summer session, the extension division, the libraries, and research. The summer sessions make possible the use during a fourth of the year of our administrative overhead and the state investments in the three plants of approximately twenty-five million dollars. In view of these

resources at hand and the needs of thousands of teachers and students, to budget the summer sessions on an inferior plane is to misuse great investments, is unfair to the teachers and students who devote, at much sacrifice, their valuable summer period to higher training to meet the needs of the children and people of North Carolina.

THE EXTENSION DIVISIONS

The extension divisions, despite their democratic educational objectives of making "the campus coextensive with the boundaries of the commonwealth," were forced by the heavy depression cuts to contract the boundaries of their wide services to the people. The nature of the times and the needs of the people call for a reinvigoration of the extension services. The unemployment situation with its problems of human morale and its opportunities of retraining and higher training, the responsibilities of the new leisure for better educational and recreational use of time, and the existing statewide plans for the education of adults for self development toward a more intelligent understanding and social mastery of our complex society, make imperative a more adequate extension of the university among the people.

THE LIBRARIES

Basic to the work of the classrooms and laboratories, the departments, the professional schools, the graduate school, the summer schools, and the extension division, are the libraries around which turn today the significance and quality of the work and life of students and teachers, scholarship and research, the colleges and the university. We must more than restore, we must advance the support and add to the high potential of our libraries as the real intellectual and spiritual dynamoes of both the modern university and modern society.

RESEARCH

Where there is a great library and modern laboratories there is great research. We will not now analyze the structure, the allocation, and the coordination of research in our three institutions. As the center of the graduate school, the major concentration of research in the humanities, the biological sciences, the physical and mathematical sciences, and the social sciences, both by the

very nature of the University and as one of the purposes of consolidation, is at Chapel Hill. The Institute for Research in Social Science is a center of social research and, with the University Press, is vital to a whole region and distinguished over the world. With the allocation at the master's level of graduate work and research in home economics and secretarial science to the Woman's College, this work on the graduate level there constitutes for its brief period in the number of graduate students a total above the totals of its previous history. With the natural and functional allocation of graduate work and research at the master's level in agriculture, forestry, agricultural economics, engineering, textiles, and vocational education to State College, and with the new concentration in these fields, State College has readjusted its graduate and research program and is on the advance upward in these fields, basic to the life and income of our people.

AGRICULTURAL RESEARCH

We are calling attention now to the crisis in agricultural research. North Carolina has long lagged in its direct support of agricultural research with, it is fair to assume, a resulting annual loss of many millions of dollars to the farmers and people of North Carolina. With the loss of the able director and eminent plant breeder, Dr. R. Y. Winters, we now need to call as his successor an agricultural scientist and statesman of the first rank. We need larger annual support of the present work. We lack modern scientific laboratories. We need a larger staff for basic research in the soils, plants, animals, resources, and the rural-social situations and potentialities of this state and region. Unless we can make decisive commitment of purpose about these things we will fail to get the combination of agricultural scientist and rural statesmen needed by the farm men and women of North Carolina, who meantime pay the price in lower income and welfare as a toll out of the life and income of a whole state. This University has come face to face with no greater scientific opportunity.

A million dollars, as a beginning endowment for agricultural research at State College and as a basis of larger state and federal support, would, at this critical turn in the Southern economic tides, be a scientific investment capable of producing as large economic and social returns for North Carolina as any investment ever made in our history.

BUILDING AND EQUIPMENT

To provide physical facilities for such an endowment of agricultural research, we must, if the federal grant does not come through, ask the state to complete the proposed new chemistry building now only half provided for in the state appropriations. State College needs other new scientific laboratories, farms and farm equipment for agricultural teaching and research. Pressing physical needs at State College also include: The long needed new engineering laboratory and two more floors to the civil engineering building and additional equipment for all the engineering departments, a woolen wing and a synthetic fibre wing to the textile building, a more adequate renovation of Patterson Hall than now provided, an adequate auditorium, and two new dormitories.

The Woman's College needs now a new science building, the renovation of McIver Building, and two new dormitories.

The University at Chapel Hill is in need of a wing to the library, a classroom building, the renovation of the Alumni Building, Caldwell Hall and the old Bynum Gymnasium, seats in Memorial Hall, and two new dormitories.

ANNIVERSARIES AND ENDOWMENTS

With provision for these buildings and equipment and with an annual appropriation of two million dollars and more for the current maintenance of the three institutions, we would have a sound and appealing basis for large endowments to re-enforce the resources and enrich the life of great institutions. The state would then in clear tones assume its democratic responsibility of basic support of the university of the people. Private benefactors would not stand afraid of abdication by the state in the event of an increase of gifts and endowments. On such a basis endowments would not be substitutes for, but supplements to, state support. The University, of course, in the sources of its life and the control of its policies, will always belong to the people.

As we approach in close succession the fiftieth anniversary of the opening of State College and of the Woman's College, and the one hundred and fiftieth anniversary of the opening of the University, we must celebrate these historic anniversaries with commemorations of the heroic spirit of the past and with large endowments for greater service inspired by and beyond the anniversary years.

Committees of the board of trustees, the faculties, the alumni,

the students, and friends respectively of the three institutions will join hands in these enterprises for the special and appropriate endowment of each institution. Last year the administrative council considered the need of endowments for all three institutions. The faculty council at State College, the faculty at Chapel Hill, the faculty advisory committee at the Woman's College, and the University administrative council have all considered the values of fitting commemoration of the founding of these institutions, precious in the filial devotion of scores of thousands of sons and daughters of alma mater, historic in the annals of the state, decisive in the making of a commonwealth, and close to the hearts of the people who gave them birth.

We propose that the trustees make the anniversaries occasions for the establishment of endowments at all three institutions for professorships, scholarships, fellowships, research, the libraries, and all the resources for the enrichment of the whole University. The Board, the faculties, the alumni, and students should appoint committees representative of each institution for the celebrations and the endowments. However high the mounting endowments may rise in fact or imagination, whether five or fifty million, we have charts for the use of the income as high as the opportunities of each institution and as wide as the needs of the people they were founded to serve.

These institutions call to this board this morning for participation in the preparation of historic commemorations, for cooperation in the raising of great endowments, for the education of the people to more adequate and indispensable state support, call to you as the trustees of a great heritage of spiritual integrity and intellectual freedom without which there can be no great university.

Respectfully submitted,

FRANK P. GRAHAM,
President.

THE STATE
A WEEKLY [illegible] OF NORTH CAROLINA
OCTOBER 7, 1939

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Duke and Carolina

Dr. Hanes, who is chairman of the Joint Committee on intellectual cooperation of Duke and Carolina, cites some of the many instances of mutual cooperation now existing.

***By* FREDERIC M. HANES** of the Duke Medical School

IT is probable that a belief persists in the minds of many that the University of North Carolina and Duke University are competitive institutions; that a gain by one is a loss to the other, and that a spirit of friendly coöperation between them is a somewhat Utopian dream. The keen, healthy competition in sports which is proving so beneficial to both institutions, has doubtless fostered the erroneous impression that a similar spirit of rivalry permeates their academic activities as well. It may cause some surprise, then, especially to that large group of alumni whose devotion to their University finds its sole expression in a few hectic yells at football games, to learn that the presidents and faculties of the two institutions have been coöperating actively and sincerely, for many years now, in furthering the true aims of the two Universities.

It is the purpose of this brief communication to acquaint the public with some of the more important results of the work of the Joint Committee on Intellectual Coöperation of the two Institutions—a faculty Committee of sixteen, appointed with full powers to represent the Presidents of Duke and Carolina.

Library Coöperation

The library is the very heart of a University, a great storehouse of the accumulated wisdom of the past and an indispensable stimulus to the further advancement of knowledge. Carolina and Duke, situated a brief thirty minutes apart, each possesses admirable libraries, but for both to attempt to cover the vast field of printed literature, would be wastefully duplicative, even if financially possible. Hence, one of the first activities of the Joint Committee was to interest one of the large, national philanthropic foundations in supplying the necessary funds for preparing a joint catalog of the two libraries, thus making readily available to each institution the library of the other. There is now a daily messenger service between the two libraries, thus at one stroke doubling the facilities of both.

Furthermore, the libraries have agreed upon certain fields of special interest for each, making possible the accumulation of scholarly material without wasteful duplication. As a consequence of this unification of effort of the two libraries, the Chapel Hill-Duke area now stands 34th among the library centers of the nation in total number of volumes, and much higher in the number of volumes in research libraries, outranking any other Southern region.

A University, in addition to its colleges for undergraduates, has a number of graduate schools, and the academic distinction of a University rests upon the scholarly productiveness of these schools. It is obvious that two almost contiguous Universities, such as Carolina and Duke, should share where possible their instructors, since students in certain subjects will always be few. This is being done at present, thus placing the services of otherwise unavailable teachers at the service of both centers. Thus, for example, Dr. Herbert von Beckrath holds a joint professorship in the Universities in the field of economics, and Dr. H. W. Brown occupies the chair of Public Health in both Duke and Carolina. In the summer schools of both Universities are to be found regularly a considerable number of instructors from the neighboring campus. The graduate students of both Universities attend joint seminars and classes in such diverse fields as mathematics, chemistry, physics, pathology, etc. In each institution a certain number of courses in the other University can be credited toward a graduate degree, and the graduate courses in the two Classics Departments are listed in both University catalogs.

The supplementation of each University's program by the faculties of the other is especially well illustrated by the mountain botanical laboratory of the University of North Carolina, in Western Carolina, and the Duke marine biological station on the coast, both of which may be used by scientists of either University.

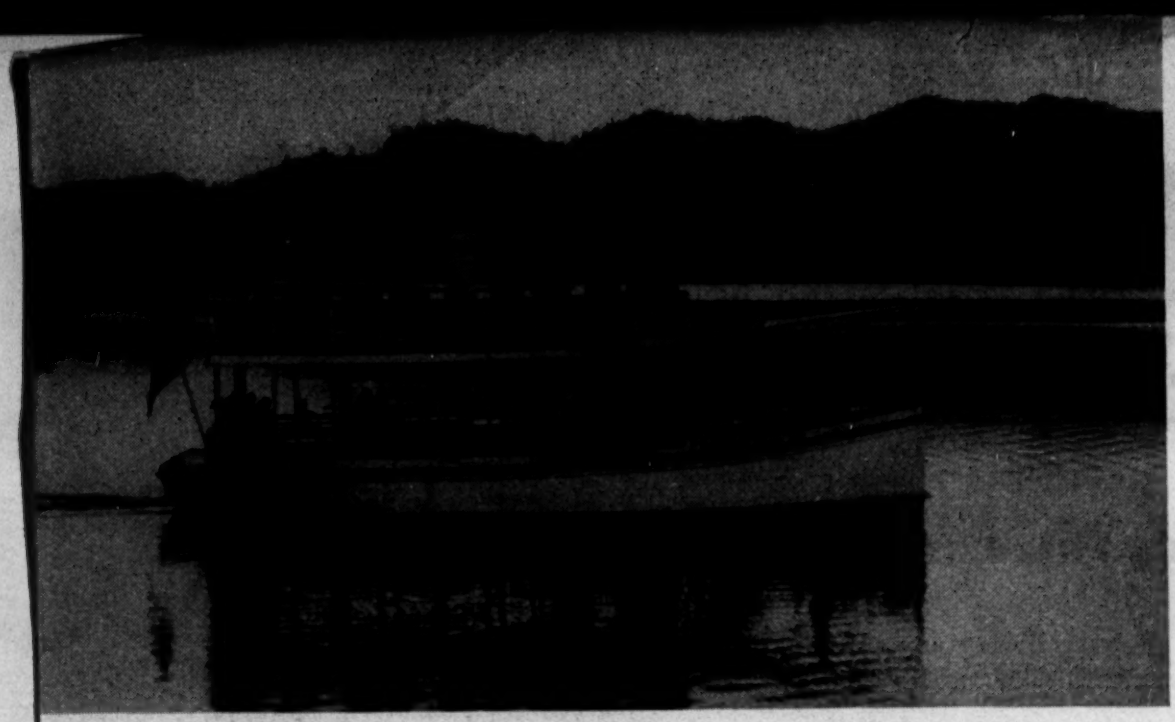
Served as Joint Hosts

The free interchange of knowledge is one of the distinctive features of the scholarly life. Since 1935 the two Universities have served as joint hosts to many learned societies. A few may be mentioned: The American Mathematical Society, the Mathematical Association of America, the American Historical Association, the Southern Historical Association, the American Chemical Society, the American Physical Society. Such meetings bring to the Chapel Hill-Duke area the outstanding scholars of America and of many foreign countries. Each Fall the Duke Medical School acts as host to a selected group of scientists who hold a largely attended symposium on medical subjects. The faculty of the Medical School of the University of North Carolina always assists in the undertakings, presiding at many of the meetings.

It is now the fixed policy of the two Universities to act as joint sponsor for distinguished visiting lecturers. Through their combined efforts a number of eminent scholars in botany, library science, law, history, chemistry, Spanish, and other subjects have been brought to one or both campuses. This sharing of both interest and expense has proven eminently successful.

In this connection the Joint Committee would like to draw to the attention of the friends of the two Universities the need for an adequate road between the two. The present road is not only very dangerous, many students having been killed or maimed by automobile accidents upon it, but

(*Continued on page twenty-eight*)



Captain Wescott and the Cherokee

The Captain is eighty-six years old, has been running his boat on Lake Junaluska for the past twenty-one years and is still going strong.

***By* C. R. ROSS**

UP at Lake Junaluska near Waynesville the Methodists have been meeting and having their training schools for religious workers and their religious conferences for twenty-six years, and for twenty-one of these years Capt. J. T. Wescott has been running his big boat, the *Cherokee,* on the lake for the convenience and pleasure of the people who come to these schools and conferences. In fact the captain and his boat are among the best known institutions at the Lake.

When the *Cherokee* first began to run on the lake it met all the passenger trains that stopped at the Junaluska railway station and carried the people across the lake to the grounds. It is about a mile from the railway station to the assembly grounds and in the days before automobiles became so plentiful the *Cherokee* did a thriving ferry business, making several round trips daily. But that passenger hauling on the lake has long since stopped because most of the people who come to the assembly grounds now come in their automobiles.

But the *Cherokee* still runs on the lake daily when it begins its season of service. It now takes people on pleasure rides around the lake. The lake covers something over two hundred acres and is about a mile long and it takes a good little while to go around it.

These pleasure rides usually take place a little after sundown when the people have had their suppers and are in the mood for an outing. The *Cherokee* has two decks and can carry a goodly company when loaded to full capacity. So every evening a little after sundown when Capt. Wescott feels that most people have had their supper, you will hear him blow his bugle loud and long. And the people who want to go riding on the lake in the cool of the evening begin wending their way to the boathouse where the *Cherokee* lies tide up and waiting.

And always there is a rush for the upper deck because it affords the best view of the lake and its coastline. On moonlight nights the *Cherokee* sometimes makes several trips an evening with capacity crowds because it is so beautiful on the lake waters. On such nights the people seem never to tire of the rides and are loth to go home. Another inducement to go riding on the *Cherokee* is that the fare is only a few cents and the price is in reach of all.

A Good Sized Boat

The *Cherokee* is fifty feet long, fourteen feet wide and about fifteen feet above the water. It has a draft of three feet. It is driven by a two-cylinder gasoline engine of twenty-four horse power. There is not a piece of the original timber left in the boat. It has been repaired again and again until all the original timber is gone. Captain Wescott sees to it that the *Cherokee* stays in first class condition always. "She's all wool and a yard wide," he says proudly. And so she is and always will be as long as he has anything to do with her.

Captain Wescott is eighty-six years old but no one would suspect it from the way he gets about on his boat. He has spent nearly all his life on some sort of water vessel. He spent forty-three years in the Coast Guard service. For thirty years he was captain of a life saving squad near Cape Henry, Virginia. Then he spent thirteen more years in the service on revenue cutters along the coast of Virginia and the Carolinas. Becoming too old for duties in Uncle Sam's Coast Guard service, Captain Wescott came to Lake Junaluska and began boat service on the lake. He just could not be satisfied unless he was running a boat. And there he has been for twenty-one years, and there he will stay as long as he can continue to work. And the people at the lake hope he lives to run his boat for many years yet, for the lake somehow or other would not look right without Captain Wescott and the *Cherokee.*

The first school dealing exclusively with problems of forestry was the Biltmore Forest School of Biltmore. It was opened September 1, 1898, and ran until 1912.

The first acetylene or carbide gas was made on a commercial scale by Thos. J. Wilson, of Spray, in 1892. In 1894 he established at Spray the first Carbide factory in the world.

The first public demonstration of smoke screen for concealing ships and troops was made off Cape Hatteras in September of 1923.

COLONEL YADKIN WRITES

To North Carolina's U. S.
Senators and Congressmen:

How you vote on the President's neutrality bill now pending before congress is your business, and that of your constituents. Far be it from me to attempt to direct your vote.

As one of the "dear people" and since you are my representative I do feel that I have the right to tell you how I think you ought to vote on some measures. As to the neutrality bill I am confident that I voice the sentiment of the fathers and mothers of North Carolina when I say that they are insisting that you vote to keep the United States out of the European war. If you will do this I feel certain that the vast majority of North Carolinians won't care whether you support any particular bill or bills that may be introduced at the extraordinary session relating to this question.

The people of this state have, in my opinion, made up their minds that they are not going to have North Carolina boys sent across the Atlantic for the purpose of winning another European war.

Your duty is to make certain that the United States stays neutral this time.

THE COLONEL.

Dr. Frank P. Graham, President,
The Greater University,
Chapel Hill, N. C.

Dear Sir:

I directed an out-of-state resident to one of your institutions the other day who was interested in learning just what he must do in order to "establish his residence in North Carolina," so that next year he would not be required to pay the higher tuition fee charged students from other states.

At first it was not apparent why the young man was so anxious to become a North Carolinian. When I explained that there was no prescribed oath or ceremony for those unfortunates who were born outside of Tarheelia who wanted to become bona fide citizens of this state, the young man admitted that he desired a good education at our hands but didn't want to pay the higher tuition rates. Without knowing a great deal about the subject I tried to convince him that he would have difficulty posing as a native in order to escape the state institution's rule. He dissented and contended that the printed regulations which had been given him by one of our institutions permitted out-of-state students to establish residence provided they were over 21 years of age. By so doing they automatically were entitled to the lower tuition rates.

If this contention is correct then I wish to dissent from the ruling of those in authority at *my* state's educational institutions. I opposed the boosting of tuition rates to out-of-state students when the General Assembly was in session this year. My contention at the time was that there was a place for some of these students in all of our state-supported institutions.

But once the die was cast and all hands understood that the higher rates must apply to out-of-state students, I think the rule should be rigidly enforced. The question of the age of the student from another state ought not to be considered. Those students from outside North Carolina, whether 18 or 81, should be treated alike. In my opinion it is downright silly to say to a student from New York, for example, that he will be assessed the "native" rate of tuition provided he is 21 years of age and spends the twelve months in North Carolina prior to registering at one of our state institutions.

I am not contending that any such rule has been adopted. I have merely recited what one of the out-of-state boys insisted was the rule. If he is correct, then the question of tuition rates will in all probability be up again for consideration when the 1941 General Assembly meets.

THE COLONEL.

To All Police Court Judges:

The following headline appeared in one of the state's leading daily newspapers last week: "Three Persons Fined for Drunken Driving."

In order to satisfy my curiosity I read the entire article which appeared directly under this headline and discovered that the fine imposed upon the three drunken drivers was the same in each instance, fifty dollars.

Think of it! The person who loads up on alcohol to the point of intoxication and attempts to operate an automobile on the public highways or city streets, endangering the lives of scores of decent men, women and children, is restored to freedom upon the payment of fifty dollars to the court. There was no mention made as to whether these drunken drivers' licenses were even cancelled or suspended.

Those who have been looking for the reason this state's traffic fatalities continue to mount may find the answer in the police courts of some of our various cities and towns.

Somebody ought to make it his business to instruct the judges who preside over the inferior courts of this state as to the seriousness of drunken driving. I hope that you will not let any drunken drivers escape from your court upon the payment of a nominal fine.

THE COLONEL.

Mr. E. P. Davidson, Editor,
The Technician,
Raleigh, N. C.

Dear Sir:

Permit me to offer my congratulations upon the fine Anniversary Edition of *The Technician,* celebrating the 50th birthday of North Carolina State College. Gathering data and getting any sort of newspaper of this character off the press is a real undertaking. You and those who lent a hand are entitled to the thanks of officials, alumni and students of State College.

I wish some of the older heads whose memories haven't failed had used the blue pencil on the undercut of the photograph of the first faculty. Had this been done former president D. H. Hill would not have been erroneously listed as "a Georgian."

Having known Dr. Daniel Harvey Hill for many years I know of nothing which would have displeased him more than to accuse him of having been a Georgian. Dr. Hill was born at Davidson College, where he was educated. He loved North Carolina and wrote Hill's North Carolina History, which thousands of school children have studied, while a member of State College faculty.

Perfection in newspaper writing isn't expected, of course, but the name of D. H. Hill, so closely linked with the growth of State College during the years when the going was really tough, must be defended against anybody who, though unwittingly, writes down Georgia as his place of birth. No defense of his life as a true North Carolinian is needed.

THE COLONEL.

DUKE AND CAROLINA

(*Continued from page eleven*)

is totally lacking in the dignity and beauty which a boulevard connecting the two campuses should possess. The Highway Department has made a detailed survey of such a proposed boulevard, and funds should be provided in the near future for its construction, since this is a project of state-wide rather than of merely local importance.

Issue Many Journals

Both Universities maintain presses from which are issued many books and learned journals. The names of some of these journals furnish an insight into the scholarly activities of the two institutions: Mitchell Scientific Journal; Duke Mathematical Journal; North Carolina Law Review; Law and Contemporary Problems; Studies in Philology; South Atlantic Quarterly; Social Forces; Hispanic American Historical Review; Southern Economic Journal; American Literature, and others. In these journals the faculties of the Universities often find space for their publications, and the University of North Carolina Press has published from time to time books by Duke authors.

At the risk of proving tiresome a few of the many other coöperative activities of Duke and Carolina may be summarized briefly: (a) Training of librarians on the Duke University staff in the University of North Carolina Library School; (b) The law faculties have worked jointly on drafting of proposed legislation, particularly for the N. C. Conference for Social Service, and in the sponsoring of a number of legislative matters before committees of the State General Assembly; (c) Joint field trips in this and nearby states for students in the two Departments of Geology; (d) Mutual aid on research problems by the Spanish faculty at N. C. and the Latin American History faculty at Duke; (e) Aid by the University of N. C. Bureau of Educational Research to the Duke Department of Education in the field of educational tests; (f) Lending of scientific apparatus between the Chemistry and Physics Departments; (g) Duke University, the University of North Carolina, and the State Department of Education are coöperating in research on higher education for Negroes, looking towards plans for graduate and professional training for Negroes. The Director is paid jointly by the two Universities and the State Department of Education. His office and clerical assistance are provided by the Universities. He arranges meetings at which faculty members of both institutions, Negro leaders, and other citizens of the State take part; (h) Duke University and the Institute for Research in Social Science at the University of North Carolina are jointly financing field work in N. C. for the compilation of a Linguistic Atlas of the United States and Canada, a project of the American Council of Learned Societies; (i) Certain members of the Law and Sociology faculties at Duke and North Carolina coöperated in bringing about the installation of a more approved form of juvenile court in Durham; (j) Many representatives of the two Universities are serving jointly on committees of such organizations as the North Carolina Conference for Social Service, and the Inter-racial Commission, the North Carolina Mental Hygiene Society, and the Southern Policy Committee; (k) There is an annual meeting of economists of Duke, N. C. and N. C. State College, rotating the meetings among the three institutions; (l) Plans have been completed for field work in medical social service to be directed by a supervisor attached to and paid by Duke University Hospital. The course in case work will be given at the University of North Carolina and credit there given for the field work; (m) The weekly printed calendars of the two institutions each include a schedule of events on the other campus; (n) Members of both faculties and student bodies have joined to form a symphony orchestra; (o) The two University Art Departments are developing plans for regular interchange of slides, photographs, and exhibitions.

It is hoped that to those who have had the patience to peruse it, this brief and inadequate report of the real coöperation now existing between our two great Universities will strengthen the natural feeling of pride which every North Carolinian must feel in both of them. They are competitors only in the laudable endeavor of building in North Carolina Institutions of ever increasing usefulness to our people, mutually helpful in every way, and living proof that the petty acrimonies of the athletic field have no place in shaping the intellectual activities of our two Universities.

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SEP 23 1943

College for War Training

★ ★

University of North Carolina

CHAPEL HILL, NORTH CAROLINA

STUDY·WORK·TRAINING·FOR VICTORY

PLAN *And Purpose*

The College for War Training at the University of North Carolina was established under authority and mandate to the President from the Board of Trustees, to help fit the University, staff and facilities into the total war effort.

The College for War Training will provide specialized curricula in Physical Fitness, Military Training, and Scientific and other essential courses designed for speedily training young men and women for maximum fulfillment of their war job potentialities.

It is the culmination of many months of close cooperation and participation with leaders in both governmental services and educational institutions.

Its machinery can respond quickly to the urgency of decisions which must be made without delay. Through its experimental channels it will be possible for the University to meet the emergency needs and at the same time protect the regular degree programs from too great or too rapid change.

The College for War Training is administered, under the Dean of Administration, by a Dean and an Execution Officer with an Advisory Board and a large Committee on War Program. In so far as possible the regular agencies and channels of the University will be utilized in the accomplishment of the general purposes of the College for War Training.

HIGH SCHOOL STUDENTS

The passage of the 18 year old draft provision places upon every eligible young man the responsibility for more specialized training in preparation for service.

The College for War Training has established a special Pre-Induction program for qualified high school boys who may have at least 3 to 6 months time before induction.

Sixteen year old boys will have at least two years. Seventeen year old boys will have a minimum of one year.

This pre-induction program will begin on January 27, 1943, and continue on a quarter basis. New quarters will begin on March 19, 1943, June 10, 1943, September 20, 1943, January 1, 1944.

Admission will be on the basis of high school graduation or special examination. Application for examination should be made on or before December 20. An examination will be held in each school under the direction of the Principal on Tuesday, January 5, 1943. Students will be notified of the results on January 11.

Full credit for the Bachelor's degree will be granted for this work. Many high schools will undoubtedly follow the recommendation of the National Education Association Policies Commission and credit such college courses toward the high school diploma.

COURSES

Special military emphasis will be given to such mathematics, sciences, English, social studies and language as may be taken during the quarter. The schedule will be arranged to meet individual needs.

A physical fitness schedule consisting of drill, sports, and toughening activities has been designed to condition the student gradually but thoroughly to the rigors of Army Life.

Full cooperation will enable the student to take advantage of such General College programs as fit into his specific needs.

COSTS There will be a flat fee for the various items of expense

One Quarter

Tuition, North Carolina Students—$30.00

Students from other sections on regional reciprocal basis—$65.00 to $110.00

Fees—Approximately $24.00 per quarter

Room—From $15.00 to $25.00 per quarter

Board (Swain Hall)—Cafeteria or flat rate

Laundry Deposit—$8.50 per quarter

Uniform—(Worn only during drill except in final quarter before induction. This is a simple but attractive uniform now being used by the C.V. T.C. of the University.)

Books and Supplies—Estimated $10.00 per quarter

Chapel Hill now has the Naval Pre-Flight School of 1800 cadets. The N.R.O.T.C. has approximately 350 boys enrolled. There are about 850 in the various Reserves. The Army has a small number of medical men assigned to the Medical School for special study. Other groups are being considered. It is estimated that over 100,000 of the boys who will soon be inducted into the army will be examined and selected to return to certain colleges for further directed education.

GUY B. PHILLIPS
EXECUTIVE OFFICER
BOX 720
CHAPEL HILL, N. C.

TAR HEEL TOPICS

Entered as second-lass mail matter at the Post Office at Chapel Hill, N. C. Published nine times during the year (April, May, June, July, August, September, December, January and March) by the University of North Carolina. The purpose of this publication is to convey information about the University of North Carolina to prospective students and their parents.
Vol. XV. July, 1942 No. 2
206 South Building, Chapel Hill, N. C.

College for War Training Issue

FRANCIS F. BRADSHAW . . . . . *Dean*
GUY B. PHILLIPS . . . . . *Executive officer*

The College for War Training has been organized to provide the framework for specialized curricula in War Services. Inquiries should be addressed to Box 720, Chapel Hill, N. C.

Pre-Induction courses which have been planned at the University of North Carolina extend from a one quarter period of three months to a maximum of six quarters or 18 months. The University will operate four quarters each year.

GENERAL

A special one quarter Pre-Induction Course will be continued as a service to Enlisted Reserves and other students who expect to be called into service in approximately ninety days. This will be of particular value in prospective Officer Training work.

A limited amount of military routine will be followed as a basis for more effective working conditions. In so far as possible, groups will be assigned to separate dormitories or barracks.

As rapidly as programs of War Training for women are announced, they will be used as a basis for the modification of the work for women.

The facilities of the College for War Training are offered to the Federal Civil Service and other Federal and State agencies for short training programs to fit officials for new duties or speed the preparation of selected persons to fill the gaps in shortage occupations.

The Bureau of Military and Vocational Information, Dr. W. D. Perry, Director, offers continuous service to all students who desire help in deciding upon what service to enter.

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SCHOOL AND SOCIETY

WILLIAM C. BAGLEY
Editor

L. REMMY BEYER
Assistant Editor

VOLUME 57 SATURDAY, JUNE 5, 1943 NUMBER 1484

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THE "MESSIANIC" INVASION OF THE SOUTH AFTER 1865

By
EDGAR W. KNIGHT
THE UNIVERSITY OF NORTH CAROLINA

Can we not as educators go boldly into the Southern States and teach the truth and the whole truth? If not, I pray God that martial law may prevail in every Southern State, till Northern men, or any other men, may discuss educational, social, political, and moral and religious topics in any part of the South as freely as in Faneuil Hall. This right we must have. . . .

These are the words of Samuel S. Greene, president of the National Teachers' Association (which was later to become the National Education Association) at the annual meeting of that organization in Harrisburg, Pennsylvania, in August, 1865, four mouths after General Lee had surrendered his army to General Grant. Earlier in his address, the president of that educational association had said that this country had been deluged in blood because of the kind of education that had been given in the *antebellum* South or because of the dissimilarities between education there and "at the North." The military result of the war, he said, left only one alternative, the obligation of Northern educators to go and take the light of the living truth into that benighted region.

And go they did, those Northern "educators," if not always with the light of truth. Generally, they filled the region with smoke, not light. Promptly was the South viewed as a vast missionary field; and this view was among the specious arguments used in defense of the brutal and vindictive policy of Congressional Reconstruction which was set in motion soon after the close of the military conflict. For many years the South was to suffer through visionary missionary and so-called educational effort from outside, and in spots it still so suffers. Political riot, rascality, and corruption were accompanied by the unctuosity of suave and sometimes oily if impassioned bearers of truth and light, most of whose missionary educational activities were blindly planned and engaged in, with little or no sympathetic understanding of conditions and needs in the South. The mistakes made by these "uplifters" in the high-spirited South are among

Published weekly for THE SOCIETY FOR THE ADVANCEMENT OF EDUCATION, INC., at THE SCIENCE PRESS
North Queen Street and McGovern Ave., Lancaster, Pa.
Editorial Office: 525 West 120th St., New York, N. Y. 15 cents a copy; $5.00 a year.
Entered as second-class matter August 14, 1923, at the Post Office at Lancaster, Pa., U. S. A. under the Act of March 3, 1879

the ugliest episodes in the social history of this country.

Those mistakes come to mind nowadays as proposals are being made for reconstruction in the Axis countries after the close of the present war. Before some of those proposals are accepted, we should take a leaf out of our own history. From the experience of the South for many years following the meeting of the National Teachers Association in 1865, and even now, comes an important lesson for educators today who with a "Messianic complex" would take their special brand of education to the conquered countries after Hitler and Hirohito have been crushed and forced to "unconditional surrender." Educators of the victorious North seventy-eight years ago asked why they could not invade the vanquished South. They answered their own question by going boldly and uninvited, often impudently, and sometimes with the spirit of revenge—concealed or unconcealed—from which the South yet suffers.

In his widely publicized statement, December 28, 1942, Vice-President Henry Wallace said that a special responsibility of the United Nations after the military victory over the Axis will be found in education. "The United Nations," he said, "must back military disarmament with psychological disarmament—supervision, or at least inspection, of the school systems of Germany and Japan, to undo as far as possible the diabolical work of Hitler and the Japanese war lords in poisoning the minds of the young." This is strikingly similar to the advice given by Northern educators following Appomattox.

Many vital issues are involved or would be involved in any such attempted supervision or inspection, or in any effort to rid the Axis countries of their vile ideologies by "democratic indoctrination." To try to do so would bring the democracies face to face with "the great paradox of democracy: the problem of the balance between liberty and restraint," as Fred Dudley pointed out so well in SCHOOL AND SOCIETY, January 23, 1943. In the same journal for February 6, I. L. Kandel, of Columbia University, and Walter M. Kotschnig, of Smith College, in "The Messianic Complex," sounded a warning against the suggestions that the democracies, especially the United States, should, after the war, export their teachers and methods of education to the bad countries. And they pointed to the fact, so clearly taught by comparative education and educational history, that education cannot be exported as war materials, farm machinery, clothing, or cigarettes—that it cannot be transplanted. Moreover:

> The idea of exporting teachers and methods of education smacks too much of the idea of the master people: sincere as it may be, it would defeat the very ends which it hopes to achieve—the spread and dissemination of the ideals of democracy, which, unlike the totalitarian ideologies, cannot be imposed but must come from within.

When the National Teachers' Association went on its first crusading rampage in 1865, it was young in years and exhibited some adolescent traits. But it showed signs of growing up in the ways of conventions. Members in attendance officially numbered fewer than 200, but on the second day, August 17, more than 400 went on an excursion to Gettysburg, "where gratuitous and most hospitable entertainment awaited them." That afternoon a session of the association was held in the grounds of the National Cemetery, and, after prayer, there was an eloquent address of welcome followed by a brief and appropriate response by President Greene. The association then passed some resolutions, including thanks to the local citizens for the "free dinner and guides to the battle-field" and to the railway companies that provided the trip at reduced rates. Then the association was favored "with a patriotic song" by a Mr. J. G. Clark, of Eddytown, New York.

Committees were appointed to invite Governor Curtin, of Pennsylvania, Governor Bradford, of Maryland, and the Honorable Thaddeus Stevens, of Pennsylvania, to address the educators, and their excellencies accepted and spoke, but the records do not indicate that Stevens appeared. It would have been most fitting if he had spoken to the association in Harrisburg. It was there that, as a younger man, he had made in behalf of education a powerful and courageous speech which he himself regarded, even after he had won wide fame in political life, as the greatest single achievement of his career. It is certainly among the most compelling speeches ever made in the United States for the public support of schools; probably few if any speeches ever made in a legislative body had such effect.

Three fourths of Stevens's constituents differed strongly with him on the issue, and both houses of the legislature and the governor of Pennsylvania opposed his position. But he followed his convictions and, when the fight in the House was fiercest, his speech electrified that body and saved the public-school system of that state "from ignominious defeat." The Democratic governor was so overcome that he threw his arms around Stevens's neck and hugged him.

That was thirty years before the National Teachers' Association invited Stevens to address it. Why he did not do so is not clear. Perhaps he could not get away from Washington, where he was soon to make a different kind of reputation, one that was to make his name anathema in the South. Perhaps already Stevens was cooking up with the vindictive Senator Charles Sumner, of Massachusetts, a scheme to block efforts at a humane restoration of the "conquered provinces."

In other respects the techniques of the convention were decorous and sanctioned by custom. There were the usual resolutions and addresses and papers on various topics. Here and there was a plug for Pestalozzianism and "object teaching," the growing educational fashion of the time. A Miss Cooper of the Oswego State Normal School gave "an object lesson, which was well received by the association, to a company of children brought in from the city." Lowell Mason urged object lessons in music; a national bureau or office of education was recommended; a report on the feasibility of a World's Educational Convention was adopted; initial steps were taken to organize what has come to be the American Association of School Administrators; and the clergy of Harrisburg and many ladies were invited to sit as honorary members in the association.

In the light of later events, this was a natural gesture by the political pedagogues or pedagogical politicians, who were to whip up the courage of both clergy and women and nerve them to efforts at the moral and educational reconstruction of the backward South. Through coercive courtesy of radicals in Congress and of missionary societies a crusade was to begin, in some ways as wild in its dreams, as unprepared, and as pathetic in its achievements for good as those children who had set out from France and Germany more than six centuries earlier to throw the fear of God into unbelievers. In some ways it was another "Children's Crusade." The educational crusaders who were inspired after 1865 to march into the South were to make for much insane intolerance in that region, afflict it with what Gerald Johnson calls "xenophobia," actually retard public interest in public education, and leave in their wake abortive educational efforts that passed under the name of schools—the "St. Peter's-in-the-Mountains and St.-Mary's-in-the-Woods."

The president of the National Teachers' Association in 1865 was a native of Massachusetts, a graduate of Brown University "with highest honors" in 1837. He had taught at the Worcester Academy, served as superintendent of the public schools of Springfield—"the first appointment of its kind in Massachusetts"—worked in the schools of Boston and as "agent of the State Board of Education" of Massachusetts, and in 1851 had become superintendent of the public schools of Providence, at the same time holding the position of professor of "didactics" in his Alma Mater. He must have been a pedagogically versatile gentleman, able to teach all over the curriculum; in 1855 he became professor of mathematics and civil engineering at Brown.

Greene was one of the founders of the Massachusetts State Teachers' Association, one of the members of the first board of editors of the *Massachusetts Teacher*, very active in the American Institute of Instruction, and prominent in professional educational organizations, "discharging, by his presence in all professional gatherings and a willing service, the duty which every teacher owes to his profession." Also, he was author of a series of English grammars published between 1848 and 1856, and seems to have been in great demand as lecturer. While serving as superintendent of schools in Providence, he organized a class of teachers, composed in part of students in Brown University and of teachers in the city and county; and out of this organization developed a private normal school which in 1854 was "adopted" by the city of Providence and the state of Rhode Island and came to be known as the "State Normal School."

The central theme song of the convention was the national schoolmasters' duty and opportunity in the South. In his presidential address

on "The Educational Duties of the Hour" Greene was almost apostolic in his fervid appeal to his Northern colleagues. Of the nearly 200 members in attendance at Harrisburg, Thaddeus Stevens's adopted state of Pennsylvania sent eighty-five; New York, eighteen; Massachusetts, sixteen; Ohio, ten; Rhode Island, Illinois, and Maryland, six each; and Connecticut, four. There were two each from Missouri, Michigan, Indiana, and Kentucky, and one each from Delaware and Iowa. From the late Confederate States there were too few delegates for one table of bridge: only a lone man from Brownsville in the Lone Star State.

"A new order of things has come," Greene told his convention. "It was the privilege of our fathers to witness the birth of our country. It is ours to witness its regeneration. Theirs was a distinguished honor, ours a greater. They believed that there was 'a divinity that shaped our ends'; we can more than confirm that belief. Blind, blind indeed, is that man that cannot discern the hand of the Almighty in this great upheaval of our social fabric." See a whole continent, "nay, the whole civilized world adjusting itself to a new order of things."

Greene revealed to his audience that another year had passed since the National Teachers' Association had met in convention, and with its passing had passed "a terrible war." The struggle was "as cruel, as it was unprovoked, as fatal to its instigators and their ambitious schemes, as it will prove beneficial to the parties and interests which they designed to crush. God be praised for so glorious a triumph of the right!" He inquired how the fortunes of education had been affected by the struggle, what educational improvements the fiery trials had suggested for the United States, what plans the national educators should make for the future, what new fields of pedagogical endeavor the war had opened, and with what spirit should they enter upon the new tasks.

Greene then pointed to the bloody results of the teaching of political heresy in the South before the war. Civil war grows out of "blind deference to the opinions of a few leaders" who inflame prejudice and strengthen sectional views, he said. Look at the "appeals of Southern leaders for the last four years." Humanity and patriotism demanded that Northern educators help bring the South into line so that the country would not again be deluged in blood. The military result of the war had left one and only one course open to the educators of the North: the light of truth must be taken into the dark region below the Potomac. Failure to do so meant preparation for another civil war. "Gentlemen of this Association, let us buckle on our armor, and meet the new exigencies of our times. How many of us are ready to enter personally into this work? Who is not willing to aid, by his influence, in securing this as a permanent feature in the reconstruction of our government?"

Here was a clear call to duty, the first signal from the militant and high-minded educational North for the second invasion of the subdued and low-minded South. That call, if he heard or read it, must have heartened Thad Stevens and his partners in iniquity in Washington in their plans of reconstruction, which led to a regime of riot and rascality from which the South has long suffered. Their soldiers and their political and economic carpetbaggers were to be accompanied or followed by the pedagogical carpetbaggers. And the withdrawal of the last federal troops from the South did not see the end of the second invasion of that stricken region. Efforts at the "psychological disarmament" of the backward Southern states were to be continued, in one subtle and sentimental and unintelligent form or another, for many years—and unfortunately still continue.

Greene's ringing pedagogical homily was designed to send his colleagues marching as Christian soldiers of Northern education through the South. So also was that of J. P. Wickersham, principal of the Pennsylvania Normal School at Millersville, who laid on hands in an address, "Education as an Element of Reconstruction," after two letters had been read to the organization: one from Thomas Hill, president of Harvard University, and the other from Francis Wayland, president of Brown University.

James Pyle Wickersham, who was one of the eminent educational leaders of his time and place, was born in Chester County, Pennsylvania, in 1825. He attended the local district school and taught in the winter to make his expenses at Unionville Academy, in which he became assistant teacher in 1843. He yearned for the law,

latter body "consisted of fifty-six members from twelve or more countries, with observers from the Board of Education, the British Council, and Chatham House." The chairman was the prominent English educational leader, Gilbert Murray. The *Journal* remarks that, although the report is "strictly unofficial," the commission was so widely representative that its findings and recommendations "carry considerable weight." Especially significant, the *Journal* believes, is the conclusion that, while "the Germans must re-educate themselves," before this process can start all vestiges of the Nazi system should be destroyed. Hence it will be necessary to supervise German education very drastically for an undefined period. The report recommends that the "Occupying Powers . . . exercise their control through a High Commissioner for Education," whose purpose should be "to eradicate the Nazi and militarist influences in education and to inspire, to facilitate, and to supervise measures by the German people for their own education." Specific proposals embodied in this recommendation deal with the selection of teachers, with textbooks and films, with the universities, with adult education, and, "perhaps most urgent of all," with the Youth Movement.

PROFESSORS OF EDUCATION AS NATIONAL LEADERS IN THE WAR CRISIS

A WRITER published in SCHOOL AND SOCIETY (February 13) a brief piece pointing out the inaccuracies and injustices in an article that appeared in a prominent, usually dignified, and distinctly "highbrow" quarterly, stigmatizing professors of education as being, in effect, charlatans and racketeers. The writer of the piece first mentioned happened to be the editor of SCHOOL AND SOCIETY, but his contribution was published over his own name and not as an editorial.

A brief note in the nature of a follow-up is herewith presented editorially. It would seem that, in the present national emergency, this group of alleged charlatans and racketeers has been a source of leadership that it would be difficult for other academic fields, except those concerned with the war technologies, to match. Occupying prominent and important posts in the all-out war program are such erstwhile professors of education as Edward C. Elliott, president of Purdue University, as educational adviser to the War Manpower Commission; Francis T. Spaulding, on leave from the deanship of the Harvard Graduate School of Education, as a lieutenant colonel, chief of the Educational Branch, Special Service Division, Army; W. W. Charters, professor emeritus of education, Ohio State University, as director of vocational education for war-production workers, NYA; Charles H. Judd, professor emeritus of education, the University of Chicago, as expert consultant, War Department School for Special Services of the Army; and Frederick B. Knight, on leave from a professorship of education, Purdue University, as head of the Victory Farm Volunteer Program.

Of the staff of Teachers College, Columbia University, more than thirty members have been granted part-time leave or leave for the duration for strategic services with various agencies concerned with the war effort. William F. Russell, dean, is serving as director of the National Citizenship Education Program, Department of Justice, and consultant to the Civilian Pre-induction Training Branch, Industrial Personnel Division, Army Supply Forces; Lyman Bryson, professor of education, as chief of Bureau of Information, OWI; Mary de Garmo Bryan, professor of home economics, as wartime adviser to the Conference of Food Service Directors; Frank W. Cyr, professor of education, as chairman of the National Conference on School Transportation in Wartime; Arthur I. Gates, professor of education, as consultant to educational staff, U. S. Armed Forces Institute, OWI; William L. Hughes, professor of physical education, as chairman, National Advisory Board, Division of Physical Fitness, OCD; Irving Lorge, executive officer, division of psychology, Institute of Educational Research, as expert consultant to chief of Corps of Engineers, expert consultant to the director of the Army Specialized Training Division, and expert consultant to the Adjutant General's Office; Henry Simon, assistant professor of education, as expert consultant to the OWI; and Isabel M. Stewart, director, division of nursing education, as consultant, U. S. Public Health Service.

Last, but by no means least, it is interesting to know that the man who did so much to

but out of respect for the religious views of his Quaker parents gave up that plan. In 1845 he became the headmaster and in a few years the principal owner of the academy at Marietta. In 1854 he was named the first superintendent of schools of Lancaster County, then organized and took the principalship of the Lancaster County Normal School, and in 1866 became superintendent of the public schools of the state, in which office he served until 1881. He was one of the organizers of the Lancaster County Education Association, the Pennsylvania State Teachers' Association, and the National Teachers' Association, all of which he served as president. In 1871 and 1879 he served as president of what is now the American Association of School Administrators. For many years he was editor and part owner of the *Pennsylvania School Journal,* and in 1886 he published his "History of Education in Pennsylvania," still considered among the best state histories of education in this country.

Wickersham, like Greene, was ready to take up where Sherman had left off in the South. Now that "the great Rebellion" was crushed, liberty was saved, he said, but the task of reconstruction was heavy. "The surgeon has performed a successful operation; but the patient lies faint and bleeding, almost dead. The Southern leaders are conquered, but we deceive ourselves if we think they are now ready to become good and loyal citizens." Among the poor whites in the South were anarchy and suffering. The Negroes were "dying in large numbers." A vast work must be done. "Order in the South must be made to take the place of anarchy; industry, the place of idleness; knowledge, the place of ignorance; loyalty, the place of treason. The people must be led to love free institutions. . . . Kings and potentates have ruled long enough; and now let the people rule." But Wickersham and Greene, as other uplifters since their time, wanted to provide the formula for teaching the people how to rule, as later events proved.

The troubles had been brought about by the doctrine of states' rights, said Wickersham. "Who advocated it in Congress? Southerners. Who, for thirty years, diligently inculcated it in school, in the newspapers, in the press, from the pulpit, at public meetings? The Southern aristocracy. Who, at last, used it as a pretext to justify the most wicked rebellion the world ever saw? The South. And who uses it now to justify them in all the wrong they have done their country? Such men as Robert E. Lee and Jefferson Davis." All these troubles grew out of slavery, "the upas tree that bore upon its poisonous branches States' Rights, Nullification, Secession, Rebellion, and Assassination. Its influence accounts for the state of society in the South—a rich, proud, domineering, tyrannical aristocracy, and a class of vassal whites, ignorant, uncouth, superstitious, and sycophantic." Statesmen and educators must take hold of the situation, said the Pennsylvania educator. "The soldier subdues, the legislator regulates, and the educator builds." He quoted from a speech by Wendell Phillips: ". . . behind every one of Grant's cannon there should be placed a schoolhouse." There was deep meaning in the flowers that the people "strewed in the path of Garrison, as he walked amid the ruins of Charleston, and the hearty, soul-stirring welcome they gave the good President, Father Abraham, in the streets of Richmond a few days after its capture." Educators, Wickersham told his audience, "hold in their hands the destinies of this nation."

President Hill's letter was, like the addresses of Greene and Wickersham, a crusading directive to the educators in Harrisburg to plan and make another invasion of the South. Hill had been graduated from Harvard in 1843 and was said to be a mathematician of parts, and an amateur naturalist. For many years he had been Unitarian minister at Waltham, Massachusetts, and immediately preceding his election to the presidency of his Alma Mater had served for three years as president of Antioch College in Ohio. It appears that the Harvard Corporation at that time was dominated by John Amory Lowell, the senior Fellow, who decided that the institution needed as head a minister who could lay quiet hands upon the religious element, a Republican who could handle the politicians, and an administrator who could build up the institution. To Lowell, Hill seemed to fill the bill, although he seems to have been seriously lacking in executive ability, if somewhat liberal in theology. Samuel Eliot Morison, the official historian of Harvard, speaks of Hill's "innate simplicity and childlike

innocence" and also says that he "was what would nowadays be called a 'progressive educator.'" Hill soon lost the respect of the trustees and faculty, and even that of the students, who made sport of him—a warning to his kind nowadays.

The time, Hill wrote, opened up "peculiarly inviting fields of labor for those engaged in teaching." Pennsylvania, in which the national schoolmasters had assembled for their annual convention, "was never more emphatically than now the Keystone State." Her governor "was a wall of defense, not a veil of concealment, from the power of evil that was concentrated for four years in Richmond." The new work of the national educational leaders was to spread "knowledge and intellectual culture over the regions that sat in darkness."

The letter of Francis Wayland, who towered high among the eminent American educationists of the nineteenth century, was not belligerent. He was born in New York City in 1796, was graduated from Union College, studied medicine in Troy, New York, and later theology in Andover Theological Seminary, served as tutor at Union College from 1817 to 1821, was for five years pastor of a Baptist church in Boston, and in 1826 returned to his Alma Mater as professor of natural philosophy. The following year he entered upon the presidency of Brown University in which for twenty-eight years he had a brilliant career as educational administrator and leader. His "Thoughts on the Present Collegiate System in the United States" (1842) and his "Report to the Corporation of Brown University" (1850) are among the most important pronouncements on higher educational issues ever made in this country. In these writings, very advanced for the time, he pointed the way to later collegiate educational reforms. He was an early advocate of free public schools and came to be known as the first citizen of his adopted state of Rhode Island. His views on public questions were candid and forthright but marked by tolerance, and his writings were remarkable for sincerity and clarity. Wayland's letter to the National Teachers' Association was read to that organization about six weeks before his death.

In that letter, the eminent religious and educational leader predicted that when the country settled down to ways of peace the demand for education would be without precedent. "Let us teach our youth to think," Wayland advised, "to judge, to originate, and let us ground them in the principles and accustom them to the practice of right, and we shall confer on our country a blessing which no finite mind can estimate." He did not try to instigate the members of the association to a crusading pedagogical invasion of the South. The noble task of that organization was to improve education, he said. "We have a profession second to none in the talents it requires, or the importance of the results which it aims to accomplish. On our labors depends the type of character which in a few years shall either honor or disgrace our country. On us it depends whether education shall be a mere routine—a system of solemn shams, or a cultivation of earnest thought, of the love of truth, and of honest obedience in practice of its invaluable precepts." He warned teachers against being mercenary and urged them "to put forth their power to teach well." It should be the aim of the members of the association and of teachers ". . . to do for the coming generation what has never been done before. Let our efforts tell on the men who so soon are to control the destinies of this nation." In effect Wayland was saying that the responsibility of American educators in that critical period was to do better what they were supposed to do—"Physician heal thyself." But nowhere in that letter was there any tinge of vindictiveness or of condescension toward the stricken people of the Southern States, whose spirits during the coming years were to be broken further by the blindness and inhumanities of misguided and sometimes designing zealots and bigots. If Wayland desired to see sentimental uplifters from his part of the country go into the devastated South in the name of education and missionary effort, he said nothing about it in his last message to the National Teachers' Association.

It is healthy of course that representatives of the democratic way of life should be showing concern nowadays about international affairs and the place of education in plans for organizing a sane world after the war. There will be need for intelligent and sympathetic counsel —for educational statesmen—as never before in

human history. But there should be no place for the bigotry of political, missionary, or pedagogical sentimentalists, who have afflicted the South. Also, as Professors Kandel and Kotschnig have stated, the problems of education in the occupied countries ". . . will in the main be financial. The United States could make its most effective contribution by providing the *means* of education rather than education itself."

Here another lesson can be drawn from our own history. Familiar are the facts of the financial costs imposed upon the Southern states not only by the devastation of war but by the tragic and destructive years of so-called Reconstruction that followed: the dissipation of the wealth that had escaped destruction by war; the loss of public educational endowments; the ruin of state universities; the looting of state treasuries and the huge debts piled up chiefly by carpetbaggers; the paralysis to industry and agriculture; political stagnation. Political and military reconstruction ran fingers deep into the pockets of posterity.

Staggering also was the heavy social cost levied on the South by sentimental emissaries of missionary and ladies'-aid societies in the triumphant North. Largely as a result of radical agitation in Congress and through religious organizations during the distressing years that followed 1865, the people of the South today bitterly resent the probing into her affairs by outsiders. They are deeply attached to their region. They desire to conserve the best and finest in it, and to do so they have long been trying to learn the truth about it and themselves. No section of the United States has studied or is today studying itself more intelligently and energetically than the South. Its educational conservatism, so often viewed even now by outsiders as a sign of backwardness, is in reality one of the most vital and valid qualities in American civilization. Without that force of educational character, the Southern states would be overrun by pedagogical crackpots with bogus theories and nostrums of education. The Southern people are very suspicious of pedagogical invaders; the South is not a congenial place for educational quackery or roving pedagogical adventurers. Today, the primary interest of native educational leadership in the South is not to dally with fantastic pedagogical theories but to bring to full realization as sanely and as early as possible and to as many people as possible those basic ideals of education which have been tested and proved to be sound by the years.

Events . . .

VARYING VIEWS IN BRITAIN AS TO THE "MESSIANIC COMPLEX"

OPINION in Britain, as in the United States, is sharply divided regarding the extent to which education in the Axis countries should be controlled when the "unconditional surrender" of our enemies ends the war. *The Journal of Education* (London) for April quoted both the statement by Vice President Wallace that the United Nations must supervise or at least inspect the school systems of Germany and Japan "to undo as far as possible the diabolical work of Hitler and the Japanese war-lords in poisoning the minds of the young," and also the view expressed by Wendell Willkie opposing any "effort to police the education of our late enemies after the tradition of conquerors." H. M. Brailsford, in an article in the *New Statesman*, strongly supported Mr. Willkie, and was in turn "violently attacked" in the journal, *Time and Tide*, with the assertion that "an uncompromising negative must be given to the fantasies of Mr. Brailsford's wish-fulfillment dream."

Editorially, *The Journal of Education* opines that, while "ultimately the German nation must work out its own salvation," it is "no less clear that the nation is so mentally deranged that it cannot be trusted to educate its young unaided," and consequently that there will have to be "a period of close supervision with a complete embargo on anything approaching Nazi doctrines in the schools."

The discussion is continued in the May number of the *Journal*. It seems that a report dealing in part with this problem was issued recently by the Council for Education in World Citizenship in conjunction with the Joint Commission of the London International Assembly. The

latter body "consisted of fifty-six members from twelve or more countries, with observers from the Board of Education, the British Council, and Chatham House." The chairman was the prominent English educational leader, Gilbert Murray. The *Journal* remarks that, although the report is "strictly unofficial," the commission was so widely representative that its findings and recommendations "carry considerable weight." Especially significant, the *Journal* believes, is the conclusion that, while "the Germans must re-educate themselves," before this process can start all vestiges of the Nazi system should be destroyed. Hence it will be necessary to supervise German education very drastically for an undefined period. The report recommends that the "Occupying Powers . . . exercise their control through a High Commissioner for Education," whose purpose should be "to eradicate the Nazi and militarist influences in education and to inspire, to facilitate, and to supervise measures by the German people for their own education." Specific proposals embodied in this recommendation deal with the selection of teachers, with textbooks and films, with the universities, with adult education, and, "perhaps most urgent of all," with the Youth Movement.

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NC-81

THE NEED FOR RESEARCH

Published by the Sesquicentennial Committee, University of North Carolina, for the CONFERENCE ON RESEARCH AND REGIONAL WELFARE, Chapel Hill, May 9-11, 1945

WITH the stimulus and friendly counsel of distinguished leaders in a dozen fields of action and learning, we gather at Chapel Hill to consider needs and opportunities for research and creative effort in advancement of general human welfare in the Southeastern region. Our competent speakers will set the signposts and mark the special paths of potential progress. Yet at the outset we may ask for answers to two basic questions. (1) What is the occasion for such a conference? In a way, the occasion is the observance of the Sesquicentennial of the oldest operating State University, and one which, like other State Universities, is particularly dedicated to broad public service; but, if the Sesquicentennial were not with us, there would still be a compelling call for this gathering. (2) Why is there special and immediate need for consideration of research in relation to welfare? A few general answers to that question may be timely and sug-

We need the answers to the crucial questions that will regularly confront us: but the answers are not always in the books; for many of the questions will be new. How shall we get the answers except by persistent inquiry, by rooting out all the stubborn facts and by applying a measure of logic—or, let us say, a little common sense. But that is just the method of research, whether it is done in the laboratory or on the farm, in the study or the studio, in the administrative office or the accounting house. Intelligent, controlled inquiry is research: certainly nothing to be feared.

3. Research is required for self-defense. We do not want to trail our neighbors and always take their dust. Research will be done somewhere, let us make no mistake about that: the peoples of this world as a whole will not stagnate. There will be improvements in agriculture, in the use of products of forests and fisheries, in manufacture, in transportation and communications, in social organization and in the arts. Not only will there be new types of material products and new industries based upon them; there will also be better art and literature and law. Somewhere these things will be worked out and the results will be profitable to the communities that lead the van. It is not merely that they will enjoy pecuniary profit; along with material gain they will have intellectual, esthetic and spiritual advantages. We do not ask to do all of the leading in every field; let the prizes be distributed; but we want to do our share of the running and to enjoy our proportionate part of the material and spiritual rewards.

4. Research is needed if we are to make the most of our raw materials. We have the soils, actually or potentially productive of annual crops. We have the minerals that are being extracted or are extractable from the earth. We have the waters and their living resources. To no little extent we harvest these materials, such as cotton, tobacco, corn, fish, wood, coal and iron. Sometimes, through processes of technology and manufacture, we add values to them; to the extent that we do, we pass beyond a raw materials economy.

Everyone knows, however, that, except in respect to a few materials, such as tobacco, we do not generally take our products far beyond the stage of raw material. We in the South import many more kinds of finished products than we export. And what of the techniques of adding values to the raw stuff? Where were these originated? Who profited first from them? Who now make the tools and machinery? We have done something in this line—there is no attempt to disparage what, here and there, has been done—yet the origination of techniques by which values are added and their first applications are not being done in the Southeast to anything like the extent to which they are done elsewhere or might be done here. Let us look a little farther. In the practices of conservation of our natural resources, do we employ procedures originated by us or do we more commonly adopt such as have been worked out by scientific inquiry and controlled experiment in adaptation to needs and conditions that do not necessarily coincide precisely with our own? In the protection of our crops against plant diseases and pests, did we originate the techniques through the research of our own plant pathologists, entomologists and chemists? Do we usually invent and manufacture the chemicals employed in crop protection?

5. Let us not think only of physical raw materials. We ought to be deeply concerned about our boys and girls who look ahead to careers of usefulness and a genuinely good life. Many of these "raw materials of social life" are certain to become, somewhere, more finely finished human products and to form socially valuable parts of some community. We might well be concerned, also, about the extent to which we now "export" the young folks or make it virtually necessary for so many of them to leave this region for the training that will make them expert chemists, physicists, plant pathologists, historians, physicians, government administrators, artists or musicians. This is not disparaging our regional educational institutions; it is implying, simply, that we are not yet keeping pace in diversity of specialities. Furthermore, to what extent do the

finished human products, refined here or elsewhere, have to find profitable careers and rear families in other regions? Socially and economically, it does not pay to send away for their training or for their careers too many of our ablest young men and women. It does not pay socially to foster conditions under which the most attractive careers must be sought in other regions than our own. We produce young folks who want the high training required to reach the top rung of the ladder and who will find, somewhere, the chance to follow careers appropriate to their natural talents and their acquired skills. We like such young men and young women; it would be nice to keep them about. Regional interchange of talent is proper and desirable; but let us not sell too cheaply our inheritance in human resources—the boys and girls with the good minds and with high aspirations for achievement and service.

6. We want research because we cannot escape paying for it. Whether we foster research at home or not, we will do our share, and more, in footing the bill. If we leave creative work to other regions and use here only what our neighbors will pass on, then, most certainly, those distant and keener neighbors will, in one way or another, charge us for what we get from them. The profits from research will not be donated to us. If new products are devised and manufactured elsewhere from our cotton, our wood, our minerals, or our fish and shellfish, we may get a little better return from raw materials; but we more than pay it back when we purchase the final products for our own enjoyment. It does not pay to export raw materials to too great an extent and then buy the finished products at higher prices. Even if the "foreign" concern establishes a branch plant in our midst, and we thus gain in employment of regional labor, the greater share of the profit will be banked and checked out elsewhere. *We pay for research,* whether or not we let it be done by our own young folks in our own region. We feed the cow, whether or not we get the cream and butter or let others take the rich fat and drain the skimmed milk down our

way. Of course, if we do our own research, we pay in advance for the return that may be expected eventually. Actually, however, the advance payment need not be relatively great. Let us take the State of North Carolina as an example: if we were to spend for research only one-fourth of one per cent of the aggregate personal income, we should have now an annual research budget of more than five million dollars. Quite conceivably, wisely conducted research costing a fourth of a per cent might ultimately result in increasing total personal and corporate income by one hundred per cent.

7. There must be *basic research*. If it be asked where research is to be done, the answer is "almost everywhere." There is need for industrial research laboratories, in which the South lags far behind. There is need for research by various state agencies. In respect to government and public administration, research may be highly productive of public good, as the Institute of Government in Chapel Hill has so effectively demonstrated. There is need for more research in experiment stations. There is need for an institute of fishery research. There is need for more creative work in private and public studies and studios. Underlying the whole situation is the need for more research and graduate instruction in educational institutions. Beyond any possible question, the fountainhead of both theoretical and applied research is in universities. It is only there that one finds the diversities of skills and the broad freedom of analysis that must be brought to bear on special problems of all sorts. It is only there that the essential personnel for research can be primarily selected and given the basic training to produce competence in practical research. It is chiefly in universities that the solid foundation of fundamental or so-called "pure" research can be laid. After all, it is the facts and the ideas of fundamental research that keep filling the reservoir into which the industrial researcher inevitably must dip.

Research is needed because we want our place in the sun, where there is a richer and better life. The wise old preacher, author of Ecclesiastes, said: "Wisdom is good with an inheritance and by it there is profit to them that see the sun." We of the South have the inheritance in resources and in persons. We could apply more wisdom in the use of that great estate, and we might then see a little more of the sun. The same preacher said that "wisdom is a defense"—which is something else we may need. Finally on this point, he added: "the excellence of knowledge is that wisdom giveth life to them that have it." Life and more of it is a good thing to have. It might well be a guiding theme for the Conference, that we want more life. By life we mean not mere subsistence, not just financial wealth, but, rather, more life in the widest and best sense, the life that comes from wisdom. How is wisdom arrived at but by inquiry and creative effort. And this is the essence of research.

Sesquicentennial Anniversary

1793-1795 1943-1945

of the Founding of the University

NC-81

Conference on

Research

and

Regional Welfare

See also attached statements on "The Need for Research"

University of North Carolina
Chapel Hill

Gerrard Hall
May 9, 10, 11, 1945

Program

ALL SESSIONS INFORMAL

Wednesday, May 9

6:30 P. M. Dinner (by invitation), Carolina Inn.
Address of Welcome by Hon. Gregg Cherry, Governor of North Carolina.

8:30 P. M. Presiding: Frank P. Graham, President, University of North Carolina.

"The Power of Ideas," Wilson Compton, President, Washington State College.

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Thursday, May 10

Morning

RESEARCH IN THE SOUTH—Presiding: Howard W. Odum, *Head, Sociology Department and Former Director, Institute for Research in the Social Sciences,* University of North Carolina.

10:00 A. M. "Research for Prosperity in the Industrial South," Wilbur A. Lazier, *Director, Southern Research Institute.*

11:00 A. M. "The Development of Southern Research," Raymond R. Paty, *President, University of Alabama.*

Afternoon

NUTRITION AND PUBLIC HEALTH—Presiding: M. J. Rosenau, *Dean, School of Public Health*, University of North Carolina.

2:30 P. M. "Research in Nutrition: Importance to the Public Health," Russell M. Wilder, Division of Medicine, Mayo Clinic; *Head, Department of Medicine*, The Mayo Foundation for Medical Education and Research.

3:30 P. M. "Medical Research—The Foundation for Future Progress in Health and Public Welfare in the South," James Stevens Simmons, *Brigadier General, U. S. A., Chief, Preventive Medicine Service*, Office of the Surgeon General, U. S. Army.

Evening

THE HUMANITIES AND SOCIAL SCIENCES—Presiding: Newman I. White, *Professor of English and Director of the English Institute*, Duke University.

8:00 P. M. "The Place of Literary Research in Modern Life," D. C. Allen, *Associate Professor of English*, School of Higher Studies, Johns Hopkins University.

9:00 P. M. "History and Social Reconstruction," Avery Craven, *Professor of History*, University of Chicago.

OF THE FOUNDING OF THE UNIVERSITY
1776; Chartered 1789; Cornerstone Laid 1793; Opened 1795

Friday, May 11

Morning

THE PHYSICAL SCIENCES AND INDUSTRY—Presiding: J. E. Mills, *Vice-president and Director of Research*, Sonoco Products Company, Hartsville, S. C.

10:00 A. M. "Research and Industry as a Factor in Southern Development," Milton H. Fies, *Consulting Engineer*, Birmingham, Alabama.

11:00 A. M. "Needs and Opportunities for Research in Industry," Reuben B. Robertson, *Executive Vice-president, Champion Paper and Fibre Company.*

Afternoon

THE BIOLOGICAL SCIENCES—Presiding: L. D. Baver, *Director, Agricultural Experiment Station*, North Carolina State College, Raleigh.

2:30 P. M. "Fisheries Research in Southern Betterment," Harden F. Taylor, *Former President, Atlantic Coast Fisheries Company.*

3:30 P. M. "Research and the Southern Farmer," George J. Wilds, *President, Coker's Pedigreed Seed Company.*

Evening

RESEARCH, THE FOUNDATION OF THE FUTURE—Presiding: Hon. J. M. Broughton, *Ex-governor of North Carolina.*

8:00 P. M. "Southern Development and Regional Planning," David E. Lilienthal, *Chairman, Tennessee Valley Authority.*

9:00 P. M. "Contributions of War Research to Peace," Robert P. Patterson, *Undersecretary of War.*

10:00 P. M. Informal Reception, Carolina Inn.

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The President, Trustees & Faculty

of

THE UNIVERSITY OF NORTH CAROLINA

have the honor of extending to

The General Education Board

their cordial invitation to participate in the final Convocation and other exercises of the Sesquicentennial Celebration of the University to be held in Chapel Hill on Friday and Saturday, April Twelfth and Thirteenth, Nineteen Hundred & Forty-six.

Provision was made for the establishment of the University of North Carolina in the first Constitution of the State, which, in December, Seventeen Hundred & Seventy-six, declared that "all useful learning shall be duly encouraged and promoted in one or more Universities."

In December, Seventeen Hundred & Eighty-nine, the General Assembly of North Carolina authorized the establishment of the University in an act in which it declared that "in all well regulated governments, it is the indispensable duty of every Legislature to consult the happiness of a rising generation, and endeavour to fit them for an honourable discharge of the social duties of life, by paying the strictest attention to their education." It also passed an accompanying act providing for the erection of buildings and for the support of the University.

The cornerstone of Old East building was laid on October Twelfth, Seventeen Hundred and Ninety-three; the University was formally opened on January Fifteenth, Seventeen Hundred & Ninety-five; and the first student matriculated February Twelfth of the same year.

The events of the founding of the University were commemorated on their One Hundred & Fiftieth Anniversaries. Since these anniversaries fell mainly within the war years when attendance upon national meetings was generally prohibited, the University now avails itself of the privilege and honor of inviting other institutions to join it in the final exercises of its Sesquicentennial Celebration to be held for the purpose of venerating its founders, appraising its achievements in fostering the spirit of free inquiry, love of knowledge, and scientific investigation, and considering the function of learned institutions in the modern world.

The honor of the presence of a Delegate is requested.

Frank P. Graham
President

Chapel Hill, North Carolina
January Fifteenth, Nineteen Hundred & Forty-six

THE UNIVERSITY OF NORTH CAROLINA

Sesquicentennial Celebration

April 12 & 13, 1946
(Preliminary Program)

Friday, April 12th

3:00-5:00 P.M. CAROLINA INN LOBBY

REGISTRATION OF DELEGATES & GUESTS

6:15-8:15 P.M. LENOIR HALL

DINNER FOR DELEGATES & GUESTS

R. GREGG CHERRY, *Governor of North Carolina*
Address of Welcome

8:30-9:30 P.M. HILL MUSIC HALL

ORCHESTRAL CONCERT

The Orchestra, *University of North Carolina*

ADDRESS: "AMERICAN PAINTING"

(Speaker to Be Announced)

9:30-11:00 P.M. PERSON ART MUSEUM

ART EXHIBIT AND INFORMAL RECEPTION

SESQUICENTENNIAL CONVOCATION

Saturday, April 13th

10:15 A.M.–1:00 P.M. MEMORIAL HALL

ACADEMIC PROCESSION

INTRODUCTION OF DELEGATES

THE NEXT FIFTY YEARS

EDMUND EZRA DAY, *Cornell University*
Representing Other Institutions and Societies

FRANK P. GRAHAM, *University of North Carolina*
Representing The University of North Carolina

AWARDING OF DEGREES

1:15 P.M. LENOIR HALL

LUNCHEON FOR DELEGATES

OCT 20 1947

THE GRADUATE SCHOOL
DEPARTMENT OF CITY AND REGIONAL PLANNING

THE UNIVERSITY OF NORTH CAROLINA RECORD
APRIL 1, 1947 . . EXTRA EDITION NO. 1

THE UNIVERSITY OF NORTH CAROLINA PRESS

Issued 12 times a year as follows: 4 numbers in February, 3 numbers in March, 3 numbers in April, 1 number each in June and October. Entered as second-class matter at the postoffice at Chapel Hill, N. C.

Under the Act of August 24, 1912

* CALENDAR OF EVENTS

1947-1948

1947	SUMMER SESSION
June 12	*Thursday.* Registration for first summer term.
June 13	*Friday.* Classwork begins.
June 14	*Saturday.* Regular classes in all departments.
July 19	*Saturday.* Regular classes in all departments.
July 21-22	*Monday-Tuesday.* Examinations for first summer term.
July 23	*Wednesday.* Registration for second summer term.
July 24	*Thursday.* Classwork begins.
July 26	*Saturday.* Regular classes in all departments.
August 9	*Saturday.* Regular classes in all departments.
August 23	*Saturday.* Regular classes in all departments.
August 28-29	*Thursday-Friday.* Examinations for second summer term.
	FALL QUARTER
September 22-24	*Monday-Wednesday.* Registration for fall quarter.
September 25	*Thursday.* Classwork begins.
November 26	*Wednesday.* Thanksgiving recess begins at 3:00 P.M.
November 30	*Sunday.* Thanksgiving recess ends at 6:00 P.M.
December 13, 15-18	*Saturday, Monday-Thursday.* Examinations for fall quarter.
December 19	*Friday.* Christmas recess begins.
1948	**WINTER QUARTER**
January 3	*Saturday.* Registration of new students for winter quarter.
January 5	*Monday.* Classwork begins.
January 12	*Monday.* Last day for submitting applications for admission to candidacy for the Master's degree for the June Commencement.
March 13, 15-17	*Saturday, Monday-Wednesday.* Examinations for winter quarter.
March 18	*Thursday.* Spring recess begins.

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* Application for admission to the Graduate School, accompanied by full credentials in the form of transcripts of academic records, should be filed in the office of the Dean at least ninety days in advance of the quarter in which admission is sought.

Calendar of Events

Spring Quarter

March 24	*Wednesday.* Registration of new students for spring quarter.
March 25	*Thursday.* Classwork begins.
March 27	*Saturday.* Regular classes in all departments.
April 12	*Monday.* Last day for submitting applications for admission to candidacy for the Master's degree at the August Commencement.
May 10	*Monday.* Master's theses for candidates for the June Commencement must be filed in the Graduate Office by this date.
May 17	*Monday.* Written examinations for Master's candidates for June may not be taken after this date.
June 2-5	*Wednesday-Saturday.* Examinations for spring quarter.
June 7	*Monday.* Commencement exercises.

Summer Session

June 10	*Thursday.* Registration for first summer term.
June 11	*Friday.* Classwork begins.
June 12	*Saturday.* Regular classes in all departments.
July 17	*Saturday.* Regular classes in all departments.
July 19-20	*Monday-Tuesday.* Examinations for first summer term.
July 21	*Wednesday.* Registration for second summer term.
July 22	*Thursday.* Classwork begins.
July 24	*Saturday.* Regular classes in all departments.
August 14	*Saturday.* Regular classes in all departments.
August 27-28	*Friday-Saturday.* Examinations for second summer term.

DEPARTMENT OF CITY AND REGIONAL PLANNING

FRANK PORTER GRAHAM, M.A., LL.D., D.C.L., D.Litt., *President*

ROBERT BURTON HOUSE, A.M., LL.D., *Chancellor and Vice-President of the University of North Carolina*

WILLIAM WHATLEY PIERSON, Ph.D., Litt.D., *Dean of the Graduate School*

ARNOLD KIMSEY KING, A.M., *Associate Dean of the Graduate School of the University of North Carolina*

FACULTY

JOHN ALBERT PARKER, S.B. in Architecture, M.Arch., M.C.P. (Massachusetts Institute of Technology), *Professor of Planning, Head of the Department of City and Regional Planning, and Chief of the Division of Regional Planning in the Institute for Research in Social Science*

DUDLEY JOHNSTONE COWDEN, Ph.D. (Columbia University), *Professor of Economics*

JAMES WILLIAM FESLER, Ph.D. (Harvard University), *Professor of Political Science and Research Professor in the Institute for Research in Social Science*

PAUL DUNLAP HANEY, B.S. in Chemical Engineering (University of Kansas), M.S. in Sanitary Engineering (Harvard University), *Associate Professor of Sanitary Engineering*

THOMAS FELIX HICKERSON, A.M. (North Carolina), S.B. (Massachusetts Institute of Technology), *Professor of Applied Mathematics*

HOWARD WASHINGTON ODUM, Ph.D. (Clark University and Columbia University), *Kenan Professor of Sociology and Research Professor in the Institute for Research in Social Science*

RUPERT BAYLESS VANCE, Ph.D. (North Carolina), *Kenan Professor of Sociology and Research Professor in the Institute for Research in Social Science*

PAUL WOODFORD WAGER, Ph.D. (North Carolina), *Professor of Political Science and Research Professor in the Institute for Research in Social Science*

JAMES MURRAY WEBB, A.B. in Architecture (University of California), M.C.P. (Massachusetts Institute of Technology), *Associate Professor of Planning and Research Associate in the Institute for Research in Social Science*

NICHOLAS JAY DEMERATH, Ph.D. (Harvard University), *Associate Professor of Sociology and Research Associate in the Institute for Research in Social Science*

HARRIET LAURA HERRING, A.M. (Radcliffe College), *Associate Professor of Sociology and Research Associate in the Institute for Research in Social Science*

JOHN ELI IVEY, JR., Ph.D. (University of North Carolina), *Associate Professor of Sociology and Chief of the Division of Research Interpretation in the Institute for Research in Social Science*

EMIL THEODORE CHANLETT, M.S. in Public Health (Columbia University), M.S. in Sanitary Engineering (North Carolina), *Assistant Professor of Sanitary Engineering*

In addition to the above, members of the University faculty, representatives of the Institute of Government and the Institute for Research in Social Science, and public officials from state and local planning agencies, from the Tennessee Valley Authority, and from Washington are invited to participate as consultants in the seminars and courses offered under the Department of City and Regional Planning.

CITY AND REGIONAL PLANNING

City and regional planning represents the union of modern social science, design, and engineering. It utilizes social science techniques to analyze the adjustments between men and their physical environment. By means of the planning process ways and means of effecting these adjustments are developed through governmental and social organization, through the application of design and engineering techniques, and through planning legislation and administration. The planner must have an understanding of the general relationships involved in the planning process, an understanding of the theory and practice of design, skill in identifying the need for professional personnel in specialized

fields such as design, engineering, law, public administration, and socio-economic analysis, and a capacity for working cooperatively with persons specializing in these fields.

A region may be a metropolitan or urban center together with the surrounding territory which is included in a particular scheme of planning for its future development. It may be a rural area in which there are one or more small centers of population. The term "regional" does not of itself indicate any specific type or size of area; the only requisite making a particular area a region in this sense is that there be a rational and practicable basis for making plans for its future as a unit. This basis may be physical, social, or political—or a combination of two or all three of these.

BACKGROUND OF THE DEPARTMENT

The Department of City and Regional Planning was established at Chapel Hill in 1946 in order to provide a center of education and research in city and regional planning in the southeast. This development came about as a result of a number of joint conferences between representatives of the University, the Tennessee Valley Authority, and state and local planning agencies in the area.

TVA and state planning agencies in the southeast have brought an international reputation to the region as a center of planning activity. The University of North Carolina has contributed toward this development through its highly developed program in regional service and regional research. The Department of City and Regional Planning is a logical outgrowth of these activities and collaborates with other departments in the University and with TVA and state and local planning agencies in carrying out its program of education and research.

In recent years, with the development of the planning profession, planners and educators have seen that a planning curriculum should cut across traditional educational boundaries and utilize the resources of many departments in a university. In order to bring this about at the University of North Carolina, cooperative relationships have been established with those departments whose disciplines are most concerned with the several

phases of regional planning. Departments whose faculty members collaborate with the Department of City and Regional Planning by offering courses or by serving as consultants on planning problems include: the Departments of Economics, Mathematics, Political Science, and Sociology, the School of Public Health, the Institute of Government, and the Institute for Research in Social Science.

THE PLANNING PROFESSION

The field of planning, which was formerly centered in the work of a few agencies, has expanded during the last fifteen years to include several hundred such agencies at the city, county, state, and national levels. During this period of rapid growth the planning profession has become more comprehensive in its scope, and concurrently there has been a rapidly increasing demand for adequately trained personnel which has exceeded the supply.

In addition to the administrative and coordinating functions within the planning agency, a broad field of staff and research functions calls for trained planners qualified to develop the economic, social, and physical aspects of the planning program, whether for local, state, or regional areas.

Consequently the training of the planner should be directed toward developing a broad background of social, economic, and political knowledge, in addition to the design disciplines and techniques employed by the planner.

OPPORTUNITIES FOR PLANNERS

Planning has become an accepted activity of government, and in addition to the planning staffs of governmental departments there are regional, state, county, city, and town planning agencies. Some of these function as separate and others as closely interrelated units. Such agencies offer the greatest employment opportunities for trained planners.

In general it may be said that the work of these agencies at all levels of government involves socio-economic analysis, the preparation of proposals for physical development, and the formulation of programs for action. Regional planning agencies cutting across lines of state and local jurisdiction may be concerned with

the development of urban areas or with the development of natural resources and the improvement of environmental conditions in rural areas. Such agencies employ trained planners as well as specialists in various phases of planning.

State planning agencies, in addition to assisting local communities, conduct research for divisions of the state government, coordinate the physical plans of state agencies, and conduct industrial development studies relating to the potentialities of various resources with reference to industrial location.

County planning agencies at present are generally located in urban counties and conduct programs similar to those of city and metropolitan planning agencies.

City planning agencies are mainly concerned with urban problems of population, land use, economic development, housing, traffic and transportation, public utilities, recreation, education, and public health and welfare.

There are also opportunities for trained planners in the field of housing at the national, regional, and local levels, and as private consultants. Planning consultants are called in to advise and assist regional, state, and local planning agencies in the preparation of comprehensive plans and in the analysis of special problems.

UNDERGRADUATE PREPARATION

Undergraduates who expect at a later time to take up the professional study of planning should secure a broad foundation in the social sciences or in design and engineering.

ADMISSION

Informal application for admission should be made as far as possible in advance of the quarter in which the student wishes to enter and should be directed to the Head of the Department of City and Regional Planning. Application blanks will be sent by the Graduate School to interested individuals who, in the opinion of the Graduate School and the Department, are prepared to take advantage of the offerings of the Department.

Applications for admission to the Graduate School are to be accompanied by full credentials in the form of official transcripts

of academic records and should be filed in the office of the Dean at least ninety days in advance of the quarter in which admission is sought.

All applicants must have received a bachelor's degree from an institution of recognized standing. Preference is given to those who have specialized in one of the following disciplines during the period of undergraduate training: architecture, economics, engineering, geography, landscape architecture, political science, or sociology. Persons having an academic background not represented in this list may submit their credentials for examination and consideration.

Students holding degrees from institutions not included in the membership of the Association of American Universities or on its accredited list may be admitted provisionally as special students. Such students may qualify as candidates for higher degrees, with the approval of the Department and the Graduate School, on the satisfactory completion of whatever prerequisite or additional work may be stipulated, and after demonstrating, through work in graduate courses taken in one or more quarters of residence in the Graduate School, that they are qualified to do advanced work.

In addition to presenting evidence of formal academic attainments as recorded in the transcript of undergraduate courses, the applicant is required by the Graduate School to take the Graduate Record Examination, prepared and administered by the Carnegie Foundation for the Advancement of Teaching. The results of this examination are recognized as contributory, not necessarily determinative, evidence of the qualifications of the applicant. Information about the examination and arrangements for taking it should be made by direct application to the Graduate Record Examination, 437 West 59th Street, New York 19, New York.

PROGRAM OF STUDY AND DEGREE REQUIREMENTS

The training prepares for the practice of the planning profession, and the curriculum is organized to give the student a basic concept of the interrelationships existing between the social, economic, and governmental factors and the physical design problems inherent in the creation of a desirable environment for living.

It is anticipated that the majority of the students entering the Department will have specialized in one of the design sciences or in one of the social sciences and will have completed some of the requirements in the curriculum. Such students are granted electives which are chosen in consultation with the Head of the Department. Students taking majors in other departments are admitted to courses in City and Regional Planning for which they have had the prerequisite training. There is a possibility of a minor program for qualified students.

The work offered in the Department leads to the degree of Master of Regional Planning. The normal course includes five quarters of residence study, an additional quarter of internship, and a thesis. Graduate students entering the Department who have completed some of the requirements or their equivalent at the graduate level in this or another recognized institution are permitted to complete the course in less than normal time.

Students who have not completed introductory courses in economics, sociology, and political science are required to make up these deficiencies. A knowledge of surveying and mechanical drawing, while not prerequisite, is recommended as a valuable aid to students of planning.

The following courses are required of all students enrolled in the Department: Planning 127, 161, 167, 170 or 191, 209, 220, 221, 222, 223 or 224, 224 or 225, 230, 240, 310, and 320. In addition to these requirements four electives are chosen from one of the three departments of economics, political science, and sociology. Lists of courses approved for this curriculum in the three departments will be found on pages 17-19.

An important aspect of the training is the required period of internship in a planning office or agency. This work is undertaken upon completion of a minimum of six required courses in the City and Regional Planning curriculum and preferably during the summer following the completion of three quarters of work in the Department. The Tennessee Valley Authority and state and local planning agencies throughout the southeast and in other parts of the country collaborate with the Department on the internship program.

The student is required to submit the subject of his thesis for

faculty approval one month before the completion of three quarters of work in the Department. An outline of the thesis is to be submitted not later than one month before the end of the fifth quarter in residence. The thesis itself may be completed during or after the period of residence of five quarters.

The thesis is to be prepared in a form acceptable to the Graduate School and may be illustrated with maps, charts, drawings, photographs, or models, depending on the nature of the subject.

On the recommendation of the faculty of the Department, the requirement of a reading knowledge of a foreign language may be waived in the case of a candidate for the degree of Master of Regional Planning.

FACILITIES AND EQUIPMENT

The Department of City and Regional Planning is housed in the Alumni Building. In addition to a drafting room, lecture and seminar rooms, offices, and a library containing books, periodicals, pamphlets, reports, and maps used in the study of planning and housing, certain facilities of the Institute for Research in Social Science are made available to students of planning. These include the periodical reading room, the library of the laboratory-workshop, and the statistical laboratory, where use may be made of adding machines and calculators, audio-visual equipment for slide projection, film strips, and sound motion pictures.

The general facilities of the University library and of the several departmental libraries are also available to students enrolled in the Department.

RESEARCH AND SERVICE

In addition to its educational activities the Department conducts a program of research on planning problems through the Division of Regional Planning of the Institute for Research in Social Science. As part of the training program, in collaboration with state and local planning agencies and the Institute of Government, students undertake the solution of problems of immediate concern to selected localities. Such projects are assigned to provide specific types of experience and are developed under the joint supervision of the faculty and the agencies representing the locality.

GENERAL INFORMATION

Scholarships

A number of scholarships, available to both men and women, are open to candidates in any department represented in the Graduate School, and research assistantships are available from time to time in the Institute for Research in Social Science. The closing date for scholarship applications is March 1. Applications for scholarships and for research assistantships should be made to the Head of the Department of City and Regional Planning.

Loan Funds

The general loan funds, announced in the University catalogue, are open to graduate students. Applications, approved by the Dean of the Graduate School, should be made to Mr. Edwin S. Lanier, Director of Student Aid Office.

Fees and Expenses for Each Quarter

Tuition (N. C. resident)	$27.00
Tuition (Out-of-state student)	96.00
Matriculation Fee	21.00
Student Publications	2.30
Student Union	1.00
Student Government	.10
Woman's Association	1.00

Laundry Deposit

Students are required to make a deposit of $10.00 at the time other fees are payable each quarter to cover laundry service at the University laundry. When the amount of this deposit has been exhausted, an additional deposit will be required. Any amount not used will be refunded at the close of the spring quarter, except that an average minimum charge of twenty-five cents a week will be made against each student's account.

Room and Board

For dormitory rooms men should make application to Mr. T. H. Evans, General Cashier of the University, and women should apply to Miss Katherine Carmichael, Dean of Women. Applications should be made well in advance of the date of entry and should be accompanied by a deposit of $6.00.

The University maintains dining halls at which meals are served at the lowest possible cost. There are also a number of cafeterias and other eating places in the village.

DESCRIPTION OF COURSES

(Required Courses Are Selected from the Following List)

Courses for Graduates and Advanced Undergraduates

127. TRANSPORTATION SYSTEMS (Mathematics 127) (3).
Highway systems and highway design and construction, traffic surveys and traffic control, airports, railroads, and rapid transit.
Three hours a week, winter quarter. Professor Hickerson.

161. THE PRINCIPLES OF SANITATION (Public Health 161) (5).
The course is designed to teach the theory of sanitation and how the environment is shaped to prevent disease and promote man's well-being. A series of practical study problems is worked out by the student to achieve a progressively broadening comprehension of engineering techniques and of the administrative policy of the environmental control of disease. Field trips to water treatment, sewage treatment, and milk pasteurization plants are made.
Three lecture and four laboratory hours a week, fall quarter. Professor Chanlett.

167. HOUSING AND COMMUNITY DEVELOPMENT. (Sociology 167) (5). Prerequisites, Sociology 51 and Economics 31-32 or Economics 61.
An analysis of housing as a factor in social problems, health, general community well-being, and urban and rural community planning and redevelopment. Consideration of related housing problems of consumer needs, production, and distribution. The contributions of specialists in sociology, land economics, public administration, and architecture are studied in relation to these matters. Field trips are arranged from time to time.
Five hours a week, spring quarter. Professor Demerath.

170. ECONOMIC STATISTICS (Economics 170) (6). Prerequisite, Mathematics 1-2-3, Economics 31-32 or equivalent.
This course provides training in the important processes of statistical technique used by economists and business men. Topics covered include methods of sampling, collection of data, tabular and graphic presentation, frequency distributions, tests of significance, analysis of time series, and simple correlation.
Four lecture and four laboratory hours a week, every quarter. Laboratory fee, $3.00. Professor Cowden.

191. SOCIAL STATISTICS (Sociology 191) (5).
The topics usually covered in an elementary statistics course are treated with emphasis on those best adapted to sociological research. With laboratory materials of a sociological nature, the student in learning the processes of statistical analysis may become familiar with sources, interpretation, and presentation of social data.
Four lecture and four laboratory hours a week, fall quarter. Professor ——.

Courses for Graduates

209. PLANNING AND GOVERNMENT (Political Science 209) (5).
This course is concerned with the evolution of planning in the United States, the activities of planning agencies, planning problems at various

levels of American government, and planning activities in other countries. Special emphasis is given to planning as a governmental process.

Five hours a week, fall quarter. Professors Fesler, Wager, and representatives of several departments.

220. PRINCIPLES OF PLANNING DESIGN (5).

An introduction to the principles of architectural planning and of site development and construction. The work includes the design of structures and the development of related land areas. Instruction is given in grading, drainage, and road layout.

Five hours a week, fall quarter. Professors Haney and Webb.

221. COMMUNITY PLANNING RESEARCH (5).

Students collaborate on the preparation of a research study and plan for a new community. The process of study includes analysis of probable social, economic, and physical requirements, selection of the site, and development of the physical plan.

Five hours a week, winter quarter. Professors Webb, Herring, and representatives of several departments.

222. URBAN PLANNING PRACTICE (5).

The study of an existing community. The student conducts a survey of existing social, economic, and physical conditions, determines the needs of the area in terms of physical development, formulates proposals for alternative solutions of problems, and prepares a program for the encouragement of citizen participation and governmental support for planning.

Five hours a week, spring quarter. Professors Webb, Parker, Demerath, and representatives of several departments.

223. ADVANCED PLANNING DESIGN (5). Prerequisite, Planning 220.

Studies of specific problems in urban centers. Areas are selected and studied with a view to determining the social, economic and physical implications of a redevelopment program in relation to redevelopment legislation.

Five hours a week, fall or winter quarter. Professors Webb, Parker, and representatives of several departments.

224. STATE PLANNING (5).

A study which involves comprehensive considerations with respect to state planning, as well as state-wide planning programs in specific fields of activity. In so far as possible, problems are studied in collaboration with a state planning agency.

Five hours a week, winter quarter. Professor Ivey.

225. REGIONAL PLANNING (5).

Research on and analysis of regional-national planning problems which may involve economic, social, physical, or governmental aspects of planning or combinations of these functions.

Five hours a week, fall quarter. Professors Odum, Vance, Ivey, and representatives of several departments.

230. PLANNING LEGISLATION AND ADMINISTRATION (3).

Enabling legislation for planning: urban, rural, and county zoning; subdivision and other land use controls; urban redevelopment law; housing legislation; and limited access highway legislation.

Three hours a week, winter quarter. Professor ——.

240. PLANNING INTERNSHIP (5). Prerequisite, six required courses in the City and Regional Planning curriculum.

One quarter's work in an approved planning office or agency under competent supervision. During this period the student is required to submit monthly reports to the Head of the Department.

Any quarter.

310. PLANNING RESEARCH SEMINAR (5).

Field research and study on selected planning problems under special guidance of a member of the staff.

Five hours a week, any quarter. Professors Parker, Webb, and representatives of several departments.

320. THESIS (5).

Study and presentation of a planning project selected by the student and approved by the Department. Credit is given for this course upon acceptance of the thesis.

Professors in the Department of City and Regional Planning.

Description of Courses Offered by Other Departments from Which the Departmental Electives Are Chosen

Department of Economics

111. RESOURCES AND TECHNICS IN WORLD ECONOMY (5). Prerequisite, Economics 31-32 or equivalent.

Five hours a week, winter quarter. Professor Mouzon.

135. ECONOMIC HISTORY (5). Prerequisite, Economics 31-32 or equivalent.

Five hours a week, winter quarter. Professor Buchanan.

141. PUBLIC FINANCE (5). Prerequisite, Economics 31-32 or equivalent.

Five hours a week, every quarter. Professors Heer and Lent.

143. PROBLEMS IN STATE AND LOCAL FINANCE (5). Prerequisite, Economics 31-32 or equivalent.

Five hours a week, spring quarter. Professor Heer.

153. PUBLIC UTILITIES (5). Prerequisite, Economics 31-32 or equivalent.

Five hours a week, fall and spring quarters. Professors Heath and Blaine.

211. ADVANCED COMMODITY ECONOMICS (5). Prerequisite, Economics 41, 31-32, or equivalent.

Five hours a week, spring quarter. Professor Mouzon.

341. RESEARCH COURSE IN PUBLIC FINANCE (5).

Equivalent of five hours a week, winter or spring quarter. Professor Heer.

399. SEMINAR (5).

Individual research in a special field under direction of a member of the department.

Department of Political Science

101. PUBLIC ADMINISTRATION (5). Prerequisite, Political Science 41.
Five hours a week, fall and winter quarters. Materials fee, $1.00. Professors Wager and Fesler.

105. PUBLIC PERSONNEL ADMINISTRATION (5). Prerequisite, Political Science 41 and 101 or equivalents.
Five hours a week, winter or spring quarter. Materials fee, $1.00. Professors Wager and Fesler.

132. AMERICAN MUNICIPAL GOVERNMENT (5). Prerequisite, Political Science 41.
Five hours a week, fall quarter. Materials fee, $1.00. Professor Woodhouse.

191. PUBLIC FINANCE (Economics 141) (5).
Five hours a week, fall quarter. Professor Heer (of the Department of Economics).

193. PROBLEMS IN STATE AND LOCAL FINANCE (Economics 143) (5).
Five hours a week, winter quarter. Professor Heer (of the Department of Economics).

210. PUBLIC ADMINISTRATION OF RESOURCES (5). Prerequisite, Political Science 41 and 101 or equivalent.
Five hours a week, fall or spring quarter. Materials fee, $1.00. Professor Wager.

331. PROBLEMS IN PUBLIC ADMINISTRATION (5). Prerequisite, Political Science 41 and 101 or equivalent.
Five hours a week, fall, winter, or spring quarter. Materials fee, $1.00. Professor Fesler.

Department of Sociology

110. RURAL LAND PLANNING AND LAND ECONOMICS (5). Prerequisite or corequisite, General Economics, or Sociology 53.
Five hours a week, winter quarter. Professor Hobbs.

113. TECHNIQUES FOR SOCIAL ACTION (5).
(1946-47 and alternate years.) *Five hours a week, winter quarter.* Professor Ivey.

168. THE URBAN COMMUNITY (5).
Five hours a week, winter quarter. Professor Demerath.

174. COMMUNITY LEADERSHIP (5).
Five hours a week, spring quarter. Professor Blackwell.

180. REGIONAL PROBLEMS AND PLANNING (5). Prerequisite, three courses in Sociology.
Five hours a week, winter quarter. Professor Odum.

186. POPULATION (5).
Five hours a week, fall quarter. Professor Vance.

218. HUMAN ECOLOGY (5).
(1946-1947 and alternate years.) *Five hours a week, winter quarter.* Professor Vance.

327, 328, 329. GRADUATE RESEARCH SEMINARS (5 each). Registration with permission of instructor.
Five hours a week, any quarter. Professor Odum and members of the Department.

HEAVEN'S BLESSINGS ATTEND HER

EDGAR W. KNIGHT

Chapel Hill, the seat of the University of North Carolina, is accounted by visitors as well as its permanent residents one of the most interesting and charming places they have ever known. Moreover, the little village and the educational institution which it boasts of fully deserve many if not all of the good things that have been said about them.

The place enjoys an unusual abundance of natural beauty. The site of this old seat of learning, according to the records, is on the summit of a high ridge, a promontory of granite, belonging to the Laurentian system, a few hundred feet above the sandstone formation to the east that was once the bed of a great body of water. It is near the center of the state, midway between the mountains and the sea and, according to the university catalogue, which does not lie in this if in many another direction, has an elevation sufficient to insure healthful and pleasant, sometimes even playful, working conditions. The flat country spreads out below like the ocean, giving the impression of an immense hemisphere in which the eye seems lost in the extent of space, as the report of the trustees, who were charged with making the choice of a site in 1792, declared. Chapel Hill also symbolizes the high and noble aspirations of academe.

Multitudes of old-fashioned gardens of old-fashioned flowers add to the natural beauty of the place. The community, which in many ways resembles a large family, all members of whom are unreasonably poor but on good terms with one another, is also noted especially for its delightful social life. It is an academic community and has, therefore, a few petty jealousies and some envy—afflictions that are said to be most natural in such an atmosphere everywhere. But here they are very minor. Then, too, many of the old-fashioned Southern neighborhood virtues appear to persist in Chapel Hill, notwithstanding the economic strains with which they are frequently acquainted. It is a most neighborly place. Nearly everybody sees nearly everybody else nearly every day in the cash-and-carry grocery stores, the drug stores, on the campus, or at the Post Office where the census of the entire village could readily and quite accurately be taken when the mail comes in from the outside world.

Running through and by the village, as means of quick and easy motor transportation for the provincials and for tired business men and over-socieited women from the East and North, on their fretful way to Pinehurst, Aiken, Augusta and Miami, are beautiful hard-surfaced roads, integral parts of those magnificent highways that stretch like ribbons from one end of the vast state to the other. But only a few feet of the village sidewalks have yet been brought up to date. For the most part these have remained unchanged, as befits the rural nature of the community. And if the village fathers should suddenly be moved to substitute cement for the gravel which has been trod upon here by all walks of North Carolina life since 1795 they would be ousted by an orderly but spontaneous recall—for Chapel Hillians know their gravel when they feel it in their socks.

Although somewhat rural-minded in spots and here and there a bit homespun, it is doubtful if rurality and informality mingle anywhere else more successfully than here with the urbane and formal. For the most part the inhabitants are more or less formally educated, and an unusually large number are cultivated as well. Often their up-to-dateness even serves as a warning and sometimes as a jolt to lecturers from the North who come down to reclaim this part of the sleepy ol' South. But those who live here are democratic in their manner and simple in their tastes. The chief industry (or indolence) of the community is education, and it is only natural that contentment and quietude and sometimes a little lassitude may now and then appear to mark the place. For here contemplation and insight are infinitely preferred to motion and commotion; and the wholesomeness and simplicity of outdoors triumph over desire for sophistication and the temptations of life in wicked cities.

The people of Chapel Hill are not given to great airs, nor are they proud, although high respect for the proprieties flourishes among them. But a top hat would be lonesome in Chapel Hill; if there is one in the village, it does not often show its haughty brim. And when a professor acquired a new suit or his wife a new evening dress, even in the rich days and before the legislature of 1931 reduced the budget of its state university, the fortunate couple were felicitated upon the extraordinary sign of prosperity or a fresh extension of credit. If either should now make show of a rich wardrobe a cloud of suspicion would form over the pair and an informal but searching neighborhood inquiry would likely be ordered. Questions would be asked: Has one or the other inherited wealth without telling the neighbors? Has he secretly contrived to add to the family income legitimately or by prostituting his professional talents? Were they lobbyists in Raleigh? Do they keep up with their current accounts?

In some particulars the village differs little if any from many another small American community. Here a dishonest tale has a normal opportunity to spread fast and to gather the usual decorations as it speeds. Here, as in any other Middletown, conversation generally runs strong to such interesting subjects as food, shelter, clothing, sex, babies, cocktails, bridge, movies and athletics, and, during legislative sessions, to the strangle-hold which Big Business has upon the cultural interests of the state. In special season it runs, if a bit indifferently, to religious and political disquisitions. A few talk of books and literature and science; some of men and their manners; some of mind and morals; and all, at one time or another, give thanks that they are not as other men and women.

Gossips early at the Atlantic and Pacific and other model markets and late at bridge teas and suppers do devastation to their neighbors' reputations with the same regularity and éclat as the village cocks do salutation to the morn. "Have you heard about Professor Bazemore?" inquires Mrs. Williams, with a rhetorical inflection, while she selects four pork chops and a package of grits or names three no trumps. "Do tell," implore her neighbors in concert. And Mrs. Williams does, while the clerk waits or the game lags. Gossip in the charming Chapel Hill? Why, certainly. What a dull place this or any other would be without it. Besides, who desires to live where there is none? Without it there could be no history, which some professors here are paid for trying to teach, no D. A. R.'s, no U. D. C.'s, no Young Democrats and no Rotarians to smooth over so many rough places in life and bridge so many chasms of care.

For most of those who live in Chapel Hill, it is the center of things. Indeed, the horizon appears to come down equidistant all around the comfortably remote village, ensconced in a brotherhood of most venerable trees that stand as silent sentinels over and around it, clothed in a gorgeous sheen of shrubbery, fanned by the gentlest zephyrs that were ever laden with the perfume of lovely flowers, charmed by the sweetest melodies of multitudes of birds mad with glee, and blessed with the kindest neighbors who ever gossiped or ministered to men and women anywhere in this sinful world. It is doubtful if emotional peace and maturity can in any other place be so readily attained or a feeling of spiritual adequacy be so easily gained as here. Probably nowhere else do men accept life's varied fortunes, victory and defeat, the sweet and the bitter, with a healthier zest. There may be and doubtless are other places as delightful and satisfying, but the residents of Chapel Hill have yet to find them.

In most respects the University of North Carolina, the center of life in Chapel Hill, resembles other institutions that have been established upon the same high principles and are running the same kind of educational errands on depleted funds. She is said to enjoy the esteem of the state, but at times this report is in question. A few years ago she was cut off with a shilling, and later a part of that was taken from her. But in other respects she remains unchanged. She still tolerates the long-winded speeches of oldest graduates; maintains her professors in a genteel poverty; is possessed of numerous trustees who take a pardonable if leisurely pride in their handiwork; exults in an enlightened and energetic president and carries a generous portion of deans; provides a safe outlet for the innocuous theories of some of her professors and innumerable opportunities for vocal and often misguided alumni; supports semesters and seminars, spirited songs and yells, an alumni loyalty fund, bumming, week-ending and yodeling students, and sometimes a brilliant tackle or center who generally dims a bit as he faces his quadratics and chemistry toward the close of the football season. Sprinkled here and there in the academic population are a few men and women who pose as intellectually hard-boiled, although, as a matter of fact, they are only somewhat parboiled; and in the community are a few sentimentalists and Pollyannas who serve as antitoxins for the poisons given off by the cleverists.

Here an abundance of remarkable scholarly work has been done in other years and will continue to be done by the university professors, if an embargo is not placed upon them by the legislature of the state and its aggressive budget commission. Important learned societies also are maintained, technical journals are published, and the University Press exhibits a list of books which every year grows longer and more noteworthy. Many residents of Chapel Hill have become eminent in their special professional fields. According to press dispatches from the news bureau of the institution, one in every fifty inhabitants of the community is a recognized scientist as compared with one in every 9,000 in the United States, a conclusion based upon figures given by Dr. J. McKeen Cattell's "American Men of Science." Those inhabitants of Chapel Hill who tire of efforts to attain commanding positions as scholars may and often do turn their leisure hours by day to gardening and horticulture, golf, tennis, riding and walking, or by night to chess, contract bridge and conversation in informal neighborhood gatherings that point out the foibles of the neighbors, pass upon the mistakes of the university administration and condemn the self-seeking politicians of the state.

An accurate picture of Chapel Hill would in many ways resemble that of any other reputable academic community. In it would appear some intense educational realists, some dreamy idealists and a few iconoclasts or hot reformers who generally shed more heat than light. Here also would appear a few of those who irritate the poor old world by trying to contrive ways and means of saving it. In the main, however, the picture would reveal a generosity of spirit, many graces of character and culture and other esthetic and spiritual resources, as well as selfish, intellectual arrogance, close-mindedness and that ugly pride of opinion which here as elsewhere so often smudge and blemish an otherwise resplendent portrait of that cooperative enterprise that optimists euphoniously call education.

Nevertheless, the community is viewed as a proper training ground for educational leaders and workers by other institutions whose representatives periodically swoop down upon the neighborhood. From this place professors—assistant, associate and full—have gone to almost every state in the Union. A few years ago there was an exodus to larger fields of usefulness and better grazing when the State of North Carolina shortened the tethers of its teachers. Eventually others must go, for even college professors have families and some of them many mouths to feed. But when they go they always leave with moistened eyes which are forever afterwards turned affectionately toward the spot that many of them probably love above every

other spot in all the world. Little wonder is it, therefore, that the University of North Carolina, the first of all the American state universities to open its doors, has been able to maintain in such high respectability the lowest salary schedule to be found in the entire membership of the Association of American Universities and now, since the rations of the place have been materially reduced, can smile even in the face of a poverty that it has not known since the days of Reconstruction. Here the laborers work, more or less, in the confident belief that they are worthy of their hire, whether they get it or not, and that the meek shall inherit the earth. The statesmen of the state have told them so.

But here, as in many another higher educational center where teaching is alleged to be an art that muses on full time, the principle of local option to diligence and endeavor may now and then be applied, perhaps occasionally quite liberally. For here, as in similar academic communities, may be found some artists whose souls and impulses are so sensitive that they refuse to be satisfied by work of any kind, and these exercise the option while it is valid. Others are obsessed with illusions and proclaim in high dudgeon that under perfect working conditions they could achieve, although in reality they are so tired that they can add little color or zest to their own or the lives of others. They pass for men, although nature put them out long before the dean put them in to lengthen and make secure their periods of mediocrity and artlessness. But this is far from the rule in Chapel Hill. Most of those who seek to make their living here by the sweat of their jaws foreswore to lives of laboring men the day they were entered upon the treasurer's books of Carolina.

Whether these hired men and women of this ancient commonwealth work much or little, however, for the little pay they are promised, they find other satisfactions, if these are sometimes nebulous when viewed by the practical man of affairs. They enjoy much beauty and neighborliness. And life in Chapel Hill has other compensations. As I write this, long after the tired but misunderstood legislators have finished their lonely game of solitaire and gone to their virtuous couches, the ancient bell in South Building (erected in part by the smiles of the goddess Fortuna many decades ago before the ethical sensitiveness of the public sharpened to the point of taking offense at the state's serving as gambler even to promote learning) peals out its curfew-like summons to the Carolina co-eds and their dates on walks here and there in the charming arboretum nearby, on the porticoes and in numerous other romantic retreats in the neighborhood.

But it does not disturb me. Instead, the light in my neighbor's study across the road invites me to an ambrosial hour, or perhaps hours. As I traverse the three hundred feet that lie between my Building and Loan house and his I saunter under noble oaks that have guarded the place since the school days of Queen Bess and through the primitive periods before the state turned progressive and ordered a balanced budget. I move through rows of iris, by beds of periwinkle, under clusters of wisteria, and every step to the music of katydids. Back in the woods an owl warns me, as solemnly as the director of the budget or the chairman of the Senate or the House Appropriations Committee, to watch my step. But all hoots sound alike to me, and I pass on heedless of any openly political or sectarian opposition to my nocturnal visit and fearless of any danger of sniping by Democrats, Republicans, Hooverites, physiocrats or single taxers. For is not the motto of Carolina "Lux-Libertas"? Indubitably. The seal of this mother of American state universities so declares.

We talk, my colleague and I, of many things, some cheery, some sad—local, national and international, racial and interracial, political, agricultural, as well as of corruption in high places and integrity and high-mindedness in the lowly ones such as he and I occupy. We perhaps gossip moderately or talk shop a bit. We may even criticize the administration, but always constructively, of course. We have never known anything else except to live plainly and to think loftily, though we, our neighbors and the village tradesmen know that we can't always pay cash.

We do not offer specifics for the ills of the world for which so many are now prescribing, for both of us have begun to weary after having had our suggestions for salvation turned down so often and so promptly by the old orb. But the important thing is that we have time to visit and to talk. Sometimes our sentences are incomplete. But they are never incoherent —that is, to us. We don't have to labor through formal periods. As the crickets, we can chirp to each other understandingly and even delightfully. And if my neighbor's larder is not too low we munch a bit of cheese and crackers and mayhap sip a bit of grape juice or ginger ale, mindful that, although our meager stipends are cut, we are parts of all that we have met.

And as I leave, we both stand erect and steady on my neighbor's front steps and gaze at the stars. We can not touch them, of course, any more than the mariner upon the trackless seas. But there is no one who dares to say that we can not look up at them or to deny us the right to hum together a few notes of the patriot's song: "Carolina, Carolina, heaven's blessing attend her, while we live we will cherish, protect and defend her."

Perhaps the stars may guide us through the routine of to-morrow and until my study light calls my neighbor or his me again from academic labor to vital and soulful refreshment in this warm-hearted place; and perhaps the song will serve, when gloom settles more heavily than now upon our academic outlook, to hearten and embolden us as we go unhurried but hopeful on our way.

Originally printed in SCHOOL AND SOCIETY, Vol. 36, No. 929, October 15, 1932.

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THE CONTRIBUTION OF THE UNIVERSITY TO PUBLIC EDUCATION

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CHAPEL HILL
1947

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VIII

THE CONTRIBUTION OF THE UNIVERSITY TO PUBLIC EDUCATION

THE University of North Carolina, the first university to be established and supported by a state for the education of the people of a state, has not only served as an example of publicly supported education, but throughout its entire history has consistently and signally contributed to the advancement of public education generally. Its role in this particular has been one of great importance, and is second to that of no other state university in the nation.

This aspect of the University's life was set forth in a stimulating address entitled "The Contribution of the University to Public Education" on the evening of July 27, 1945, at the Carolina Inn, by Dr. E. W. Knight, Kenan Professor of the History of Education, at a dinner meeting at which a hundred and fifty members of the University and the educational interests of the state were present.

Introduced by Chancellor House, Dr. Knight spoke as follows:

DR. KNIGHT

Over the front of the William L. Clements Memorial Library of the University of Michigan, which contains the invaluable collection of maps, manuscripts and books relating to the discovery and settlement of America, early colonial history, and the Revolutionary period, appear two statements of historical and educational significance and also of prophetic warning for the people of any country or state: "In darkness dwells the people which knows its annals not." "Tradition fades but the written record remains ever fresh."

On the campus of the University of North Carolina are many reminders of the contributions of members of its family to the cause of education in this state,—contributions of its students, alumni, trustees, faculty, and other devoted friends. In consid-

ering these contributions to that cause it is appropriate to ask: Why do we call that building Davie? that one Caldwell? that one Murphey? that one Person? that one Swain? that one Battle? that one Alderman? that one Venable? that one Carr? that one Pettigrew? that one Graham? that one Spencer? that one Vance? that one Wilson? that one Bingham? that one Saunders? that one Hill? that one Woollen? Who were these people? What did they do for North Carolina and for education in this state? And we may ask similar questions as we study those tablets in Memorial Hall.

The answers to these questions are clear in the annals and written record of the University of North Carolina. Each of the names commemorated on this campus (and some also distinguished if yet uncommemorated) represents an effective and useful member of the University's family, who loved and labored for it and for the educational interests of the state that gave it birth and of which it is at once the product and the ornament, and who helped to keep alive in this campus and state the University's long and noble tradition of obligation to public service.

The contributions of the University family to the educational life of the state properly extend throughout its long history and are matters of proud record. While it is significant that public education in North Carolina began as a program supported and controlled by the state, alumni early became leaders in movements to establish schools, academies, and colleges. William Hooper, of the class of 1809, was chairman of the Baptist State Convention's Committee on Education in 1832 (when he was professor of ancient languages in the University) that led the way to the establishment of Wake Forest College; William H. Battle, of the class of 1820 introduced and championed in the House of Commons in 1833 the bill to charter that institution; and when vigorous and bitter opposition developed against the proposed charter, another alumnus, William D. Mosely, of the class of 1818, Speaker of the Senate, broke the tie in that body and gave the institution the right to live. It was a member of the class of 1818, Robert Hall Morrison, who was the moving spirit in the Concord Presbytery that resolved to establish Davidson College, which, he said, "we begged into existence." Morrison

became president of the institution March 1, 1837. Alumni were leaders in the movements to establish State College, the Women's College, Appalachian State Teachers College, and East Carolina Teachers College in North Carolina.

The influence of the University on public education in North Carolina reaches back to its early days. Alumni early became leaders in movements to promote public education. Archibald D. Murphey, class of 1799, properly gained the title of "The Father of the Public Schools" of the state; William Miller, class of 1806, first alumnus to become governor of the state (1814), made a recommendation that schools and education receive legislative support that led to the appointment of the first legislative committees on education in North Carolina. Bartlett Yancey, class of 1808, wrote the bill establishing the ante-bellum permanent educational school fund which became the basis of public educational support in the state prior to 1860. Calvin H. Wiley, class of 1840, led in the legislature a movement for state supervision and was himself initially appointed as the chief state school officer in 1852, taking office the following year. He and Governor Zebulon Vance, class of 1855, saved the public school fund during the Civil War. Kemp P. Battle, class of 1849, after Reconstruction organized and directed the first summer school for public school teachers ever to be established under the auspices of a college or university in this country. Alumni were leaders in the movement to secure the first legislative appropriation for public schools in 1899. Charles B. Aycock, class of 1880, while still a student in the University, made speeches in behalf of public education and became in the early part of the twentieth century the great educational governor of the state by throwing his personality and the prestige of his office into the movement that gave North Carolina its educational Renaissance. James Y. Joyner, class of 1881, laid the foundations during seventeen years (1902-1919) of devoted service as state superintendent for a system of public education that attracted the attention of the nation. Nathan W. Walker, class of 1903, working in close cooperation under the leadership of Dr. Joyner, helped to establish and develop in the first quarter of this century the public high school system and the farm life schools of the state. Hundreds

of alumni participated actively in the movement early in the century which gave North Carolina its greatest educational awakening; and since that time they have led in movements for compulsory school attendance legislation, local taxes, and better financial support for education, have extended school terms, a system of twelve gradés for the public schools, have extended facilities for the education and tenure of teachers, state-aid for public libraries, the protection of public education from bigotry and intolerance, the movement for better support of the state institutions, and many other extensions of public educational effort. These achievements may be fairly well known, especially those of Joseph Caldwell, Archibald D. Murphey, Bartlett Yancey, Calvin H. Wiley, Kemp P. Battle, Edwin A. Alderman, Charles D. McIver, James Y. Joyner, and Edward K. Graham, but in the following pages attention will be called to some of them and to the achievements of others who helped to relate the University of North Carolina to the schools about it.

There is no known way to measure accurately and fully the influence of a teacher, although some observer of this worker in the realm of mind and morals has said that immortality for a teacher is gained only when he blossoms and develops in the lives and works of others. There is no known way accurately and fully to measure the influence of an educational institution. Not only is it difficult to measure its influence upon students while they are in the institution, but it is more difficult to measure its influence upon its immediate environment, its constituency, the state in which it lives and moves and has its being, or in the nation; and it is more difficult still to measure those unseen and intangible, sometimes undreamed of, influences that do, however, radiate from a center of learning, teaching, inquiry, and publication.

But by the same test that the influence of a teacher is measured is the influence of a university also measured. Does it blossom and develop in the manifold interests and activities of the state? Does the university influence and promote the best interests of the economic and industrial, political, social and educational, religious and moral, aesthetic and artistic needs of the people it is set up and designed to serve?

While it is not possible to measure accurately and fully the influence of a teacher or university, it is possible to point out the major areas in which both have worked and to describe the nature and extent of the activities in which they have engaged. In the case of the University of North Carolina, established following the American Revolution and the adoption of the Federal Constitution in response to the demand of the people that public education be provided through a state-supported institution, it is possible to indicate the nature of its work in the field of public education and to describe, at least, the major contributions made by it within that field. If it is asked what have been the relations of this first American state university to the public schools of North Carolina and its influence upon them, the answer appears in a record of high achievement in public educational relations, even though the record may not always seem entirely flawless or always to reveal complete sensitiveness and alertness by the University to all the needs of the schools and education in the state. Specifically the record shows that the University, throughout the one hundred and fifty years of its service as a state-supported institution, established as the first unit in the state's system of public education, has promoted public education in five major ways: (1) The University has insisted upon the inseparability of itself and the public schools; (2) it has assumed large responsibility for the education of teachers and for the improvement of teaching; (3) it has championed the cause of public education when that cause has been threatened in several crises; (4) it has furnished, through members of the University family, the chief architects and builders of the public educational structure of North Carolina; (5) it has promoted the establishment of public, school, and college libraries, and the provision of extension service, both of which are fundamentally essential to the support of an enriched educational program.

I. THE INSEPARABILITY OF THE UNIVERSITY AND THE SCHOOLS

The truth that the educational and social history of a state or nation speaks with many tongues finds abundant illustration in the educational and social history of North Carolina. It finds il-

lustration in the history of the University, now one hundred and fifty years old; in the history of its public elementary-school system, now one hundred and six years old; in the history of its public secondary-school system, now only thirty-eight years old; in the history of technological education, the higher education of women, the history of the education and training of teachers for the schools of the state,—a story almost as long as the life of the institution itself; and it finds illustration also even in the history of its influence upon the establishment of non-public academic and collegiate educational institutions.

The educational and social history of North Carolina has spoken through constitutional and statutory provisions for education, first and most persuasively through Article Forty-one, the initial constitutional provision for a university and schools, made at Halifax one hundred and sixty-nine years ago:

"That a school or schools shall be established by the Legislature for the convenient instruction of youth, with such salaries to the masters paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities."

After that historic date in the life of North Carolina, the educational and social history of the state spoke through the charter of this institution, provided for December 11, 1789, three weeks after North Carolina at Fayetteville had ratified the Federal Constitution. The preamble to that charter made the University by obligation the head of the public school system of North Carolina. And now for more than a century the fortunes of the University and those of the public schools of the state have been so closely identified as to make each dependent upon the other. Early it became known and long has it been recognized in this state that the public schools and the University of North Carolina must stand or fall together. The preamble to the charter of the University of North Carolina is highly competent evidence of remarkable prescience and prophecy of the relation between this institution and the public schools, later to be established:

"In all well regulated governments it is the indispensable duty of every legislature to consult the happiness of a rising genera-

tion, and endeavor to fit them for an honorable discharge of the social duties of life by paying the strictest attention to their education, and, that, a University, supported by permanent funds and well endowed, would have the most direct tendency to answer the above purpose."

The relation of the University to the public schools of the state and its responsibility and opportunity for their promotion were early recognized by the University leaders. Concerning this relation Dr. Kemp P. Battle, in his *History of the University of North Carolina*,[1] says: "That our forefathers thought that the University and the public school system were necessarily part of one organism is proved by their connection in the Constitution." And, commenting on Article Forty-one of the Constitution, he also says that it was clear to the statesmen in 1789, "and it ought not to require argument to prove it, that money spent for schools without providing teachers is mere waste and folly." All historians and other writers on the subject have pointed to this constitutional provision as the basis for a comprehensive educational plan for the State.[2]

The father of the University, William R. Davie, who moved in convention the ratification of the Federal Constitution, introduced in the House of Commons the bill to charter the University. Samuel E. McCorkle, an original trustee and foremost teacher, said in his address at the laying of the cornerstone of Old East October 12, 1793, that the "happiness of mankind is increased by the advancement of learning and science," that "liberty and law call for general knowledge in the people and extensive knowledge in matters of the State, and these in turn demand public places of education." "Education is the business of the public and should not be delegated," declared Joseph Caldwell, the first president of the University, in reply to bitter attacks on the institution in its infancy. And every president from Caldwell's day to this, whatever his political, denominational or educational background and training, has acknowledged the obligation of the University to the needs of the public schools:

1. Raleigh, Edwards and Broughton Printing Company, 1912, I, 2.
2. See R. D. W. Connor, *North Carolina: Rebuilding An Ancient Commonwealth* (Chicago, The American Historical Society, Inc., 1909), I, 386.

Caldwell, classicist, theologian, and Presbyterian minister; David L. Swain, statesman, political leader, and constitutional reformer; Solomon Pool, Methodist minister; Kemp P. Battle, historian; George T. Winston, classicist; Edward A. Alderman, educator and finished orator; Francis P. Venable, chemist; Edward K. Graham, humanist; Harry W. Chase, psychologist; Frank P. Graham, historian—each of these men worked for the improvement of education in the state, often against heavy odds and on unpopular issues.

In expressing the University's obligation for leadership in public education, it was only natural that Joseph Caldwell should have led the way. Pupil of John Witherspoon of Nassau Hall (Princeton), where he was graduated in 1791, Caldwell became professor of mathematics here five years later and in 1804 the first president of the University; and except for a brief period he served in that high position until his death in 1835, holding a professorship for twelve and the presidency for twenty-seven years. Sound, energetic and careful teacher; able executive; persuasive preacher of the Gospel; diligent supervisor of student discipline, Caldwell found time also to examine into and to stimulate discussion of pressing needs of the new state and the obligation of the new University to meet them. Voluminous were his able papers on the needs for improved facilities of transportation,"[3] for a state-wide public school system, for the education of teachers, and for the proper education and training of North Carolinians generally for service to the state. Joseph Caldwell is believed also to be the first man in North Carolina to urge the establishment of facilities for the education of women teachers for the schools of the state.

His significant services for education in North Carolina are numerous. Chief among these services, however, was a courageous address before a conference in Raleigh in 1829, on the subject of internal improvements, in which he declared North Carolina to be three centuries behind in education and internal improvements chiefly because of the radical and fatal delusion that "taxation is contrary to the genius of a republican govern-

3. His *Numbers of Carlton*, on transportation, was published in 1828 (New York, G. Long).

ment." No one, he declared, could be a real friend of education, or other public services who opposed the moderate taxes necessary to provide them; and he also made it clear that every citizen in the state had the right not only but was in conscience bound to help mold public opinion to promote all the best interests of the state. These were bold words for the president of a university more than a century ago.

But even bolder were President Caldwell's "Letters on Popular Education, Addressed to the People of North Carolina," in which was embodied his proposal for a state system of public education and his highly cherished plan for a school for the proper education of teachers.[4] In these eleven letters the backward condition of education and of the primary teachers of the state were clearly and unsparingly described. And, while a resolution was introduced into the legislature looking to the establishment of a central school "for the purpose of educating and preparing instructors of elementary schools," the proposal was unfortunately unsuccessful because funds were not then available for the purpose. But in a few years his work and the work of Archibald D. Murphey, and of Murphey's student, Bartlett Yancey, of the class of 1809, and of others of the University family bore fruit in the enactment of legislation in 1839 on which North Carolina established its first state-wide public school system now recognized to have been the best established in the South and among the best in the United States prior to 1860.

David L. Swain saw, as had his able predecessor, the obligation and the strategic value of relating the University and its activities as closely as possible to education and other public interests of the state. During his administration from 1835 to 1868 there was more emphasis upon preparation of men "for public service," to which Swain was himself devoted, and during those thirty-three years the institution grew in popularity and by 1858 had reached its peak enrollment of 456.

Even the Reverend Solomon Pool, in those disastrous days of

4. These letters, published at Hillsboro, in 1832, "Printed by Dennis Heartt," may be found in full in Charles L. Coon's *The Beginnings of Public Education in North Carolina—A Documentary History, 1790-1840* (Publications of the North Carolina Historical Commission, Raleigh, Edwards and Broughton Printing Company, 1908), II, 545-613.

the political rascality of Reconstruction, saw the University and the public schools as parts of the same educational system. Fortunately his administration as president of the University was brief. Battle describes him as "narrow in his views" but says he was "a man of decided ability and a good writer" and that his reports and some articles on "The University and the Public Schools" showed "thoughtfulness and literary power, but at the time of his election he had no State reputation."[5]

In those articles, however, which appeared in the *Raleigh Sentinel* in 1869 and were signed "A North Carolinian," Pool said that the Constitution of North Carolina gave the University and the public schools inseparable connection, with the University as head. Noting also that the Constitution called for a department of Normal instruction at the University, he emphasized the importance of teacher-education. He said that the public schools must prepare and send students to the University which should send them back as teachers in the schools "until the name of the University is written upon every schoolhouse, and across every heart in North Carolina. The University, as the constitutional head and center of the public school system, must shed its light all over the State, while the public and primary schools reflect its splendid glory. . . . Streams rise and flow down from their fountain head to invigorate and enliven the plains. Light radiates from its central luminary."

The distinctive contributions of President Kemp P. Battle in promoting public relations of good will with the state and the University's constituency are also matters of record. Often called the "father of the new University," Battle's energetic efforts to restore the usefulness and prestige of the institution following the ravages of war and the disasters of Reconstruction were to promote the best interests of the state through the services of the University, and his many activities practically expressed his faith in the close connection between it and those interests. High tribute to this faith of President Battle has often been paid, but never better perhaps than at commencement in 1900 by Dr. George T. Winston, who had been a member of the faculty from 1875 to 1891 and its president from 1891 to 1896. Winston's

5. *Op. cit.*, II, 10.

address had to do with the work and the opportunity of the first faculty after the reopening of the University in 1875. It and the addresses by President Edwin A. Alderman and by Dr. Battle are tonic for any who may nowadays tend to despair. Those addresses, read now after forty-five years, seem to leap out of cold type, make the reader exult with pride at the institution's past achievements on meager financial resources and other discouraging obstacles, and in doing so tend to subdue him also to a sense of humility. Those addresses seem to hurl challenges to those now here to face up to present and future opportunities and responsibilities of the University, with enlarged resources and facilities for promoting the best interests of the state. It is said that when Santa Anna was captured at San Jacinto he asked Sam Houston how he was able with such a small force to win such a complete and signal victory. Drawing from his pocket an ear of corn Houston is said to have replied: "When patriots fight on such rations, they are unconquerable."

In his address, Dr. Winston said, speaking of the hard days of the University after 1875:

"But a new era had come, the era of popular education both in lower schools and in higher. It was well for this era to be heralded by the opening of the new University, a people's University, and to be marked by a new right, the right of the people acting through their own representatives to tax themselves for the higher education of their sons in their own institutions." And he also said: "The people learned that a new University, the State's University, meant neither aristocracy nor theocracy, but eternal democracy. But the lesson was slow to learn, and its teaching was attended with amazing difficulties. Those early years were full of struggle, glorious and heroic, but difficult to bear and doubtful in issue. Surely no institution ever survived a more precarious childhood."[6]

As successor to President Battle, Dr. Winston was also energetic in relating the University closely to the public schools. In 1893 he said the immediate task of the University "and possibly its greatest, is to build up a system of education whereby each child in the State may achieve the largest possible development of

6. Battle, *op. cit.*, II, 578.

all its faculties. It recognizes its right and its duty to be the head and the heart of a life-giving system of education which carry cheer to the humblest cabin, strength to the weakest child, faith and hope to all that love humanity."[7]

Winston's successor, President Edwin A. Alderman, said in 1899: "Fifteen years ago the State's duty toward its children was a debatable proposition, but today it is an axiom and measures the growth of the public conscience and the sweep of the public vision during that period. . . ." He noted that the unity of the educational process in North Carolina, with which the people had been struggling for sixty years, was not yet fully recognized, and that "intelligent study of the whole subject has not been made since Archibald Murphey submitted his celebrated report of 1816. A good public school system is our supremest need and I may say with Jefferson that as my first plea in life was for public schools, my latest plea here shall be for them also, but the University is as much a part of this system as the log school house. . . . The University is the dynamo, the public schools, the incandescent light."[8]

The view that the University and the public schools of the state were of the same body educational and in close partnership runs through the official annual reports of President Venable and many of his addresses on educational subjects. His emphasis was that there could be "no efficient public school system without a strong University at its head. The stand taken by the University and the excellence of its work determine in large measure the conditions of all the schools from secondary to the humblest primary. If the University sends out good teachers and demands high attainments, there will be strong secondary schools; and if these are strong, there will be good teachers for the primary schools."[9]

In his report for 1906 President Venable said that greater aid should be extended to the schools of the state "and a closer connection maintained with them." And in his report for 1907,

7. "The University of Today," *University of North Carolina Magazine*, XIII (1893-94), p. 327.

8. "The University of Today: Its Work and Needs," *University of North Carolina Magazine*, XVII (1899-1900), pp. 291-92.

9. *The University Record*, VI, No. 4 (January, 1901), 23.

when the state established its first system of public secondary schools, President Venable was quick to see the significance of this forward educational step and the responsibility and opportunity which it meant for the University. He pointed to the need for teachers for these public high schools and the obligation of the University to help in supplying them. And all through these years he was proudly reporting those graduates and former students in the University who were going into teaching.

Edward K. Graham kept steadfastly to the same view, which he held before he became president and which he consistently expressed throughout his brief administration. Nowhere did he better set forth his idea of this partnership in the service of the state than in his report in 1916 where he said: "The welfare of the common schools, the high schools, the farm-life schools, the normal schools, and of all the educational institutions of the State, and the University's own welfare are one." But sound teachers and sound teaching were to Edward K. Graham the heart and soul of any educational system.

President H. W. Chase, who became head of the University in 1919, viewed state universities as institutions "with a peculiar obligation to the life of their commonwealths. Growing as they did out of the public concern in higher education, their traditions have inevitably been those of democracy and liberalism. This has, on the whole, been manifest in the point of view from which they have regarded their public duties. . . . They have regarded seriously their obligation as a part of the public school systems of their states, by the nature of their admission requirements and processes, by their work for the training of teachers through schools of education, summer schools, educational conferences, and so on. . . .

"Again, in the tradition of the modern state university is the conception of its direct responsibility to the state through extension work, service of its faculty on boards and commissions, the loan of its services for fact-finding; in other words the conception of itself as not only a bulwark for the future, but a servant of the present.

". . . . the state university of today still holds by those impulses of a democratic civilization that gave it birth. Here is both a sat-

isfaction and a warning for the future. For, I do not believe that, in the long run, there is anything that can replace in a state university that sense of obligation to its commonwealth as a whole on which it was founded. If the state university should lose that sense, then we may expect to see once more repeated that struggle of a people to express its ideas in institutional form and the creation of other types of institutions adapted to the spirit of the age. The origin and development of state universities show, if they show anything at all, how any generation tends to create in some fashion the forms that it feels express its own necessities."

The personal and official view of President Frank P. Graham on the relation of the University of North Carolina and the schools is well known to all of us. All along, both before and since he became the University's president, he has viewed both as integral parts of the state's public educational system. He has seen both as rising or falling together, as he has many times said, especially in his address before the Citizens' Mass Meeting in Raleigh, January 31, 1933, when he closed as follows:

"It is only natural that the spokesman for higher education and the University of North Carolina should take his stand on, with, and for the public schools. The public schools of North Carolina were born at Chapel Hill. Caldwell, Murphey, Yancey, Wiley, Alderman, McIver, and Aycock are dead, but the public schools which they dreamed, founded, and builded still live and will live as long as North Carolinians carry on their precious tradition and develop the resources of their strength. In taking a stand for the University and higher education we are standing for the public schools. The public schools, the colleges, the universities, the farm, the factories, stores, banks, libraries, churches, and the people and their children, rich and poor, black and white, are all tied inextricably together in this commonwealth. The schools and the University of the people go up or down together."

II. TEACHERS AND TEACHING

The inseparable connection of the University and the schools early led to the institution's interest in the preparation of teachers and managers of schools, academies, and other educational insti-

tutions in North Carolina and the improvement of teachers in them. One of the original trustees of the University, Reverend Samuel E. McCorkle, was a pioneer in teacher-education, and had established near Salisbury in 1785 an academy with "a department for preparing school teachers," the first attempt at teacher-training in North Carolina and believed to be the first in the United States. The high order of scholarship and the influence of the school and its eminent leader appear in the fact that six of the seven members of the first graduating class of the University of North Carolina received their collegiate preparation under Dr. McCorkle. What appears to be the first definite proposal in the United States for a school designed exclusively for the training of teachers was made by Denison Olmsted in an address at Yale College in 1816, when he recommended a school in which prospective teachers could "study and recite whatever they themselves were afterwards to teach," in order to gain a better knowledge of the subjects and of the "principles and the art of teaching." Olmsted, appointed to the faculty of the University of North Carolina in that year and given a year's leave to study, later became eminent as professor of chemistry here and continued his interest not only in the subject which he discussed in 1816 but also in other means for identifying the University with the interests of the state. In 1817 he began the first geological survey of North Carolina and perhaps the first in the United States.

Joseph Caldwell occupies high place in the movement for the education of teachers. In the letters addressed to the people of the state in 1832, which were intended to arouse public interest in the establishment of a common school system, he emphasized the need for well qualified teachers. And he proposed that the state establish and maintain a central school for their preparation for the elementary schools "upon the most improved methods of instruction." He went into great detail in outlining his plan and how it could be made practicable, and insisted that the proper education of teachers was of far greater importance to the permanent well-being of the state than that of any other workers in the commonwealth. Although many years were to pass before the proposals of Caldwell were to be realized, his letters in

1832 were not without their influence in stimulating public discussion and leading to legislative action for a public school system in 1839.

A definite step toward teacher-education was taken by North Carolina nearly a century ago through the work of Braxton Craven, principal of Union Institute Academy in Randolph County, which grew into Trinity College and later into Duke University. In this work Calvin H. Wiley, an alumnus of the University, class of 1840, who in 1853 became the state's first superintendent of common schools, closely co-operated. Craven wrote Wiley (December 24, 1850), who represented Guilford County in the Senate, and urged support for a bill prepared by Craven to charter "the normal college" and make it an appropriation of $1,000 from the Literary Fund. The result was an act of the General Assembly that year by which Union Institute Academy became Normal College and was given authority to issue certificates to its graduates as "sufficient evidence of ability to teach in any of the common schools in this State, without re-examination of the county committees." In 1852 the charter of Normal College was altered and the Governor of the State became *ex officio* president and the State Superintendent of Common Schools *ex officio* secretary of the trustees. From that date until 1859,[10] when the name of the institution was changed to Trinity College and all relations with the state were severed, Normal College continued its work of preparing teachers for the public schools of North Carolina in co-operation with Superintendent Wiley and his office in Raleigh. This arrangement between the state and an educational institution established under denominational auspices (which had received a loan of $10,000 from the Literary Fund) is an illustration of co-operation in the education of teachers which fortunately has continued in North Carolina until the present.

The spirit of public service to the state through teaching also

10. An account of this early cooperative effort in teacher-education in North Carolina appears in E. M. Highsmith's *American State Normal School Curricula* (unpublished doctoral dissertation at the University of North Carolina, 1924). See also, by the same author, "The State Normal School Idea in North Carolina," *Meredith College Quarterly Bulletin*, Series 17, No. 1 (November, 1923).

early characterized the leading graduates of the University. Before the public school system was established in 1839 the people of North Carolina depended for their educational facilities largely upon voluntary local arrangements of wide variety—"old field" schools, "hedge" schools, "forest" schools, "community" schools, some of which were also known as academies, which were generally chartered by the state, privately controlled and managed by an incorporated board of trustees. Denominational groups also established their own schools, some of which attained high distinction, as for example, David Caldwell's "log college" near Greensboro; James Hall's Clio's Nursery and Science Hall, in Iredell County; Samuel E. McCorkle's Zion Parnassus, near Salisbury; James Tate's Academy, at Wilmington; Crowfield Academy, near Charlotte; and Queen's Museum or Liberty Hall Academy, near Charlotte, to list a few of those established before the Revolution. And after 1790 these schools became very numerous.

The interest and activities of the graduates of the University in such schools as these and in educational work generally in the state from its early days form a significant part of the record of the close relation of the institution to and its concern for education in North Carolina. The story of that interest and these activities has been told by Charles L. Coon,[11] but its significance may here be briefly indicated. From 1801, when Andrew Flinn, of Mecklenburg County, a graduate of the class of 1799, and classmate of Archibald D. Murphey, became principal of the Hillsboro Academy, the sponsors of which included trustees and other friends of the University, graduates or former students of this institution very properly continued to go into the academies and schools and colleges of this state to advance learning and the cause of education. The names of these graduates of the University who engaged in educational work are numerous even for the early days, and many of them are distinguished in the history of education in this state. Besides Flinn, who also served as head of the Fayetteville Academy, and who seems to have been

11. *North Carolina Schools and Academies—1790-1840* (Publications of North Carolina Historical Commission, Raleigh, Edwards and Broughton Printing Company, 1915), pp. v-ix.

the first of these University alumni to go into teaching, there were Chesley Daniel and William Hall, both of Halifax County, of the class of 1803; Bartlett Yancey, of Caswell County, class of 1809 and one of the most eminent men of his time, who was assistant principal of Caswell Academy where he taught "the English language gramatically"—a practice some people should welcome in the schools nowadays; William C. Love, of Orange County, class of 1806, in Springfield Academy, in Caswell County; Richard Henderson, in Hillsboro Academy; John B. Bobbitt, principal of Westrayville Academy, in Nash County; William Crawford, principal of Warrenton Academy; Murdock McLean, Laurel Hill Academy, in Robeson County; Robert Hall, Tarboro Academy; Andrew Rhea, Williamsboro Academy, and many others.

These young men who went out from Chapel Hill seem to have been highly regarded as teachers everywhere they went. The influence of the University upon the schools in the state, through its graduates, and the high respect in which its graduates were held as teachers may be seen by the advertisements of these schools and academies and the editorials on them in the press of the period. Frequently the trustees and sponsors of these schools proudly announced that their teacher or principal was a University man, or said: "A graduate of the University of North Carolina"; "students will be prepared for any grade of the University"; "a graduate of our own University"; "the different branches of education as established by the Faculty of the University of this State will be adopted in this institution"; "this school is strictly preparatory to the University"; "students may here be prepared for the Freshman or Sophomore class in the University"; "the plan of education is calculated to prepare young men for the University"; "the sessions and vacations of the school will be regulated for the present, by those of the University of North Carolina"; and numerous similar expressions of confidence which the schools of the state had in the University.

President Joseph Caldwell seems to have kept in close touch with these schools, and his visit to the Raleigh Academy in 1810 to see "some of the most material parts of the Examinations" was reported in the *Raleigh Register*. And the Hillsboro Academy

was such "an uncommonly good classical school" that President Caldwell induced it to become "preparatory" to the University and to permit the faculty of the University to participate in the academy's periodic examinations. In 1823 it was announced that by this means "fifteen young gentlemen were approved on the studies preparatory to the Freshman class, and six for the Sophomore." In 1834 the trustees of Warrenton Academy announced that they had engaged Solomon Lea, of the class of 1833, of Caswell County, as principal, and said: "In his talents and all the qualifications required in a good teacher they have entire confidence. To those unacquainted, it will be sufficient to know that he graduated from Chapel Hill, and is recommended by the Faculty of that celebrated school." More than two decades earlier an editorial in the *Raleigh Star*,[12] referring to Westrayville Academy in Nash County, had said: "Of the merits of the Institution we know nothing. No small recommendation of its Teacher is that he is a graduate of the University of North Carolina. We cannot therefore doubt his fitness for his vocation."

The First Summer School

The important place of the teacher in the state and the obligation of the University to prepare teachers were early recognized by the institution. Interest in this activity had been expressed by Murphey and Caldwell, and was later emphasized by the presidents and other members of the faculty down to the present. But the first systematic effort at teacher-education by the University was made in 1877.

Largely through the interests and the influence of President Battle and the faculty and of Governor Zeb Vance and other alumni of the University, and on their recommendation, the legislature of that year authorized the State Board of Education to establish at Chapel Hill a summer school for the training of young white men for teaching in the schools of the state, and made an appropriation of $2,000 a year for two years for its support. A like sum was appropriated by the same legislature for the training of Negro teachers at other places in the state. Dr. Barnas

12. January 3, 1811.

Sears, of the Peabody Fund, made a grant of $500 to provide for those teachers who were unable to pay their own expenses. Of the significance of the plans for this first summer school to be established in a college or university in the United States, Governor Vance said: "With such a project we can electrify the state from Cherokee to Currituck." President Battle said in his report to the trustees that the results of the summer school would be "of lasting benefit to the cause of education in the state."

This novel but significant effort of the University to lead the way in the education of teachers in those dismal and discouraging days that followed the reopening of the institution, attracted considerable attention and made quite an impression on leading educational workers in the state, some of whom visited the school and participated in its exercises. Many things and many men seem to have contributed "to its splendid success," wrote Dr. Sears, in congratulation to President Battle August 18, 1877, "but I know enough of such matters to know that he who has had the marshalling of all the forces has been the chief agent. I feel obliged to you for the wisdom, energy and great labor on your part, which has made the whole movement so auspicious."

The organization and direction of this pioneer summer session were in charge of President Battle and State Superintendent of Public Instruction John C. Scarborough, a graduate of Wake Forest College, "who always worked in entire harmony." Competent people, "whether residents of North Carolina or elsewhere" were engaged to conduct the work and give the lectures; and Battle records that: "Prominent inhabitants of Chapel Hill, not connected with the schools, attended regularly these lectures."[13]

Although the act establishing the school provided that the benefits of the appropriation should be extended only to men, the University and the State Board of Education took the position that women should be allowed to attend the sessions, and some of the money appropriated by the Peabody Fund was used for that purpose. The restriction against women was fortunately later removed when the legislative appropriation was renewed, an action which President Battle considered very happy: "Of course

13. *Op. cit.*, II, 143.

among so many young people gathered together in the beautiful campus, there was some love making, but never a scandal or harsh criticism. Some happy marriages owe their beginning to the social attraction of the University of North Carolina Summer School."[14] And Dr. Battle added that among those happy unions "the eminent Father of higher female education by the state, Dr. Charles D. McIver, gained his life partner here." Who is to say, then, that but for the first university summer school in America our sister at Greensboro might not have been born in 1893?

Wide interest and even enthusiasm were created by this significant effort of President Battle and the Faculty of the University sixty-eight years ago, in co-operation with the State Board of Education and other educational leaders in the state, to improve the teachers and teaching in the public schools. It appears also that the undertaking stimulated imitation by the University of Virginia, the University of South Carolina, and the University of Mississippi, and perhaps other institutions, and Dr. Battle said that it was the fountain and source of many graded schools. Dr. Barnas Sears wrote President Battle a second letter, September 10, 1877, in which he said: "The University men are to throw their light on all the lower schools, and these in turn are to be feeders of the higher. . . . You are now doing a great thing for the State."

Major Robert Bingham, an honor graduate of the class of 1857, whose reputation as a teacher has probably never been excelled by a graduate of this institution, said in a public address that "The establishment of the Normal School was the greatest event in the history of North Carolina of the past one hundred years. Its successes are more direct and effect the future of the state more than any event that has occurred or is likely to occur.

"Again, this state is the first to connect the Normal School with her University, and put it under the control of the same. In this the state has done wisely. President Battle has done more for North Carolina in his efforts for education than any other man in the state. This is the first time in the annals of the state that females have enjoyed the benefits of the public money. . . . It will be a sad day in the state when the sun of the Normal School shines for the last time on the University Campus."

14. *Ibid.*, p. 148.

During the life of this first summer school established on the campus of an American university or college, the total enrollments were 2,480, almost equally divided between men and women, from most of the counties of the state. This novel effort of the University became the inspiration of that movement in the latter part of the past and the early part of the present century which awakened North Carolina to a consciousness of the need for better teachers and teaching in the schools—those energetic educational campaigns under Alderman, McIver, Noble, Alexander Graham, and others in the 1880's and 1890's which led in the early part of this century to the educational awakening under Governor Aycock and Superintendent Joyner.

The summer school was discontinued in 1884, but was revived in 1894 and continued for eleven years, when it was again suspended. During this period it enrolled 1,541. It was revived again in 1907 and has had a continuous existence to the present. Closely connected with the work of the summer school and the School and Department of Education have been the numerous activities of the University Extension Division organized in 1912-13, under the direction of Dr. L. R. Wilson. Many of the activities of this Division of the University have been in the field of teacher-education in which the School and Department of Education have co-operated.

Following the suspension of the school in 1884 announcement was made that the courses of study would be rearranged and strengthened and that "a thoroughly equipped course of Normal Instruction for the training of teachers will offer all the advantages of a permanent Normal School." The instruction, "both theoretical and practice in teaching," was to begin in September of that year. In 1885 Nelson B. Henry, of Missouri, became professor of the Science and Art of Teaching, among the first chairs established in this subject in American universities, and apparently the first in the South.[15] As early as the academic year 1885-1886 this work was called "The School of Normal Instruction." It appears that it was discontinued in 1887-1888

15. Other chairs or professorships in this field included those at Brown University, the State University of Iowa, the University of Michigan, the University of Wisconsin, the University of Missouri, and New York University.

when the legislative appropriation was withdrawn. The catalogue of the next year noted: "Special courses, adapted to teachers, are offered in each department of study, beginning each year about February 15 and continuing three months. No entrance or other examination will be required. There are no charges for tuition."

This arrangement seems to have continued until 1893 when Edwin A. Alderman, of the class of 1882, became professor of the history and philosophy of education, a post in which he served with distinction until 1896 when he became president of the University. In 1898, Marcus Cicero Stephens Noble, of the class of 1879, who had taught in the famous Bingham School and had served as the first superintendent of the public schools of Wilmington from 1882 to 1898, became professor of pedagogy in the University; and when the School of Education was organized in 1912, Professor Noble became its dean, a post which he held until 1934 when he retired from active administrative duties. Professor N. W. Walker, of the class of 1903, who came to the University in 1907 as professor of secondary education and the first state inspector of high schools, served as acting-dean of the School of Education from 1921 to 1935. Professor Walker served also as Director of the Summer Session from 1909 to 1934, when ill health forced him to give up the work. Under consolidation of the University, State College, and the Woman's College in 1934, the School of Education at Chapel Hill became a Department in the College of Arts and Sciences.

Leaders of the University have applauded the function of good teaching in the life of the state and have held that immortality for a teacher is gained only when he blossoms in the lives and works of others. This view of the teacher and of teaching has often been expressed by its presidents and other leaders in the University's household. Caldwell, Swain, and Battle expressed their pride in the quality of the teachers who went out from Chapel Hill into the academies and other educational institutions, and so also have their successors. President Winston believed that the leadership and success of the University in the educational life of the state, and not the least of its glory, were due primarily to its standards of thoroughness and excellence,

the "high requirements of scholarship," which the University maintained and demanded in its work, which he said elevated "the teaching standard throughout the State." This he said was accomplished mainly "by the election of well qualified and competent professors for all the chairs of instruction." The great work of the new University in the education of teachers in those days placed emphasis upon general education, Dr. Winston said, "to fit men for technical and professional education by broad and generous education; to hammer iron into steel before fashioning it into tools."

President Alderman, with an eloquence unmatched in the educational history of this state, glorified the office of the teacher, and never ceased to acknowledge his own debt to Edward P. Moses and to pay tribute to the influence of that effective educational leader who did blossom in the life and work of Alderman and of many other leaders in education in this state, who in turn touched the lives and works of others. Alderman described Moses as "a flaming mass of enthusiasm, unselfishness, intelligence, and progress. I personally would never have become a teacher, but for his example," Alderman wrote near the end of a long life of usefulness. "The spectacle of that man on fire with interest, skillful and devoted, captured my youthful imagination." President Kemp P. Battle's faith in the teacher's place in the life of the state was known by his works generally but was especially revealed in his presentation of Alderman to be inducted as president of the University in 1897. His address then was more than a tribute to an educational leader who saw in teaching one of the highest human activities; it exhibited also Dr. Battle's own faith in the power of sound teaching in this or any other American commonwealth and the continuing need for teachers and managers in our schools of high intellectual qualities, and cultivated minds and manners.

President Venable also highly magnified the place of good teaching in the life of this state, and in an address before the Summer Session here June 21, 1911,[16] on "The Mission of the Teacher," this chemist of international eminence brought encouragement to those who then were going about the villages and rural places of the state teaching.

16. *North Carolina High School Bulletin*, II (1911), 101-9.

Few if any leaders in the University have had higher esteem for good teaching than Edward K. Graham, who exhibited in his own teaching admiration for good workmanship, and inspired among his students the desire for thoroughness and for personal excellence, an ideal of teaching to which we may need nowadays to return. Nowhere is his philosophy of teaching better set out than in an address made at the Summer School here in 1917 on "The War-Time Duty of Teachers,"[17] in which he tried to make clear that the function of teaching does not change with the wind or with every wind of pedagogical doctrine, and that in emergencies, whether military or economic, teachers should keep their eyes on their main business and do better what they are expected to do anyway. Then, as they were to be in the Great Depression and gain in the Second World War, teachers in this state and elsewhere in this country were confused by the extraordinary demands upon them. Then, as too often in times of peace and comparative quietude, teachers were inclined to feel "negligible and of no account" to themselves or others, as being amiable old gentlemen or ladies engaged in conducting prayer-meetings "while lynching parties were in full swing" just around the corner. This great teacher reached out a steadying hand to the teachers and raised and answered a question which every institution that assumes responsibility for the education of teachers, every teacher of teachers, and every State Department of Education that certificates teachers, must face up to in manly manner or eventually admit delinquency and defeat:

". . . Whatever the social demands of service by the teacher to the community in times of peace or war, and the confusions that these obligations make, one fundamental fact stands out white and clear as the source of all our real and permanent worth as a profession: the teacher is not a gardener, nor a canner, nor a Red Cross nurse, nor a sanitary officer. The teacher, as a guide of life and a productive force in wholesome growth, is a student, and a man or woman of thought. His leadership comes from a belief in life based upon a passion for the intelligent way of doing things. His faith is in the controlling power of the mind to find the best path in the confusions that beset men, and its superiority

17. *Ibid.*, VIII (1917), 115-21.

in contrast to every other power. Under this standard as a teacher he renders his great service, and under it he is the priest and prophet of his world, whether it is bounded by the limits of a little school district or the confines of the nation." The teacher, he said, should be "the community's student and representative man of thought. . . ." Teaching was his principal primary occupation, "under any and all circumstances," and no extraneous conditions could minimize in civilized society the primary importance of the teacher's teaching, "the bread of life and the water of life to men." As spokesman of and for the University of North Carolina, President Graham emphasized the fact that "the source of any authority a teacher has is in his mastery of the content of the knowledge he professes" and ability to communicate it to others; that the teacher's "real and fruitful source of a sound content and sound method is a quick and eager interest in ideas, a clean, tireless curiosity that amounts to enthusiasm for understanding not only the structure of the world about him, but for its sources and ends and aims and for the development of human excellence in all its forms. . . . The trumpet that calls across the world for men to rise to higher and completer and more heroic service calls to none with such a depth of need as to the teacher in whose care is the very ark of the covenant of life." Successful response to the summons for leadership to the teachers of North Carolina and to the institutions that sent them into the schools of the state, "will not be through any divine right of our profession to lead, but through the mastery of the content of the knowledge we profess; through our insight and vision in applying it to the life around us, and through the authority of the personality we develop through which we speak louder than everything we can say."

And this brilliant teacher had a perspective for the teachers of this state as an organized and united body for educational leadership which we today could well examine and with immense benefit to our profession try to gain. "The Teachers' Assembly," he had said in an address before that body in 1909, "should be the most intellectual gathering that presents itself to the consideration of the State; it should be the one most practically patriotic; it should be most keenly stirred by educational

problems, and although divided into whatever pedagogical factions you please, it should be profoundly united and inspired by a sense of service to the immediate needs of the State. But you will share with me perhaps the doubt that we are as keenly stirred by professional problems as the State Medical Association is; that we are as confidently intellectual as the State Bar Association; that we have the 'class consciousness', the professional self-confidence and self-respect of either of these. . . ."

President Chase and President Frank P. Graham both saw the obligation of the University to emphasize and to set examples in excellence of teaching. In his inaugural President Chase declared that those whom the University sends out into the schools must not only know their subjects and how to teach them, "but they must go out quick in the faith that the future of democracy is in their hands; that day by day they are laying the very foundation-stones of the new Southern civilization." President Frank P. Graham sees in research also a powerfully sustaining resource of the teacher in the classroom, and gave emphasis to this resource in his report for 1932-33, when he wrote of the "sense of reverent humility in him who has to dig in the sources of his own facts and ideas" and of the "contagious enthusiasm" that is gained by students from the "teacher who comes fresh from the mine bringing the ore in the hands that dug it out. . . ."

Few if any alumni or members of the faculty have ever been more deeply interested in good teaching in the schools or worked more diligently to advance their cause than the late Professors M. C. S. Noble, of the class of 1879, and N. W. Walker, of the class of 1903. Good teachers themselves, they exalted the office of the teacher and saw in teaching one of the most satisfying and rewarding of all human activities. Their annual reports constantly emphasized the importance of good teaching in the life of this state and the obligation of the University of North Carolina to prepare good teachers for the schools.

As State Inspector of High Schools from 1907 to 1919, Professor Walker blazed new trails in a commonwealth that had to be taught that secondary education was a legitimate function of the state. As professor of secondary education here from 1907 until his death in 1936, as acting-dean of the School of

Education for many years, and as leader in the North Carolina College Conference, Mr. Walker was always intelligently energetic in efforts to raise the level of the educational life of his native state. No son of the University ever rendered public secondary education in this state a greater and more lasting service.

The place which Professor Noble made in the educational life of the state was best expressed by a memorial sketch prepared by a committee of the faculty and adopted by that body following Dr. Noble's death in 1942, at the age of eighty-seven:

"If North Carolina is today in the vanguard of progressive states, and if the University of North Carolina is regarded as a leader among the State supported institutions of the nation, Marcus Cicero Stephens Noble was in some measure responsible. . . . For 63 years he was a teacher. He believed that to teach, to inspire, to be a companion with, the young led a man to the full enjoyment of one of the most rewarding professions in the world. . . ."

In his report for 1909, Professor Noble called attention, as he had done for a decade, to the steadily growing need for better teachers in the public schools, and said that it was the obligation of the University, as head of the public school system of North Carolina to meet that need more effectively; that many young men of ability were eager to go into public educational service and they should have ample opportunity for broadening their scholarship and their general preparation for this work; and he proudly pointed to the fact that the University was then sending "practically half of her graduates to service in the field of educational endeavor, as many as it sends into all the other professions combined." Impressive also was the report of Professor Walker for that year in which he showed the continued close co-operation between the University and the State Department of Education, under the enlightened leadership of State Superintendent J. Y. Joyner, in the interest of better schools and their teachers.

III. THE UNIVERSITY'S MANLY STANDS FOR THE SCHOOLS

That the University of North Carolina has taken manly stands in crises that threatened the cause of public education is also a

matter of a record which shows how members and friends of the University family united under its leadership for the protection of the schools and itself. Some of these crises are clear in the record, while others can be judiciously reported perhaps only after the passing of many years.

The period of the 1890's was marked in North Carolina by intense feelings and even bitterness over the "crisis of conflicts in higher education." The fight on the University by the major denominational colleges, whose leaders appeared to be advocating fuller legislative aid for the public schools and a decrease of appropriations to the University, reached its highest intensity in those years. That fight, which had long been developing, is one of the most extraordinary chapters in the history of education in this or any other state, but North Carolina did not have a monopoly on such conflicts, which appeared in other states as well if not always so violent as here. And in it members of the family of the University stood up for the public schools while defending also the rights of the University, and taking the position that both were integral parts of the public educational system of the state. The story of this conflict has been well told by Dr. Luther L. Gobbel,[18] President of Greensboro College, and attempts to repeat it in detail here are unnecessary.

One of the crises that serve to show how closely the interests and fortunes of public education in this state have all along been joined with those of the University, was met during the administration of President Winston. An unholy alliance sought in the early 1890's actually to cripple the University by preventing legislative appropriations for its support, but under the guise of trying to help the public schools. Among the charges against the institution was its alleged competition with the private or denominational colleges of the state, particularly Davidson, Trinity, and Wake Forest, which united in the attack under the leadership of President John B. Shearer, of Davidson. The success of the attack would have retarded the public schools as well as the University. A bill, introduced into the legislature to "unify

18. *Church-State Relations in Education in North Carolina Since 1776*, Durham, N. C., Duke University Press, 1938.

the higher education in the State and to elevate the University to the Apex of all education in the State," was in reality designed to reduce the institution at Chapel Hill. The main issue was whether higher education should be included in the state's public educational system. If it had passed the effect would have been the weakening of the University and of the public school system of which the University was the recognized head.

In that bitter contest, President Winston led the counter-attack. His work in the Summer School for teachers, his presidency of the State Teachers' Association, and his long and close relations with the educational workers of North Carolina had given him an understanding of and sympathy for the public schools that made him an energetic advocate of their cause and of education generally in the state. His arguments against the bitter attacks on the University, prepared for the information of the General Assembly of 1893, should have left no doubt as to the close relation of the University and the public schools. "In obedience to the mandate of the Constitution," he wrote, "the University was established one hundred years ago. It is not a separate isolated institution, but belongs to the State system of public institutions. . . ." He also said: "All the forces and influences of the University have been constantly exerted and are now at work to increase the public school system." And he asked whether the idea of public education in the state could be promoted "by striking down the head of the system of education?" He pointed out that the University was annually supplying the state "with a large number of teachers for both public and private schools, and is now maintaining a special department for the training of teachers and a summer school for the better training of those who are already teaching and are unable to attend the regular sessions." The annual appropriation to the University at the time was $20,000 regular and $10,000 special, a total of $30,000. This entire aid to the University by the state cost the average taxpayer less than four cents, Dr. Winston noted. At that time more than twenty per cent of the students in the University were teachers or preparing to teach, President Winston also reported.

In addition to these sobered arguments of fact, President Win-

ston resorted to the old and effective weapon of ridicule and satire. The bill to make the University the apex of all education in the state seems to have led some people to misunderstand the meaning of "apex" and to conclude that it was a scheme to move the institution to the village of Apex, a near neighbor of the village of Cary, in Wake County. Winston wrote and had published in *The News and Observer* a letter pretending to be from a citizen of Cary, which represented the advantages of that community as the proper seat of the University. The letter, dated February 13, 1893, and signed "Cary," bore the caption "Shall the University go to Apex?" and was as follows:

> If you are in favor of moving the University to Apex, you will lose friends in Cary. If the University is coming to Wake County, the place for it is Cary. Raleigh has too many institutions now. The State ought to stop building up Raleigh at the expense of other towns. The only fair and equitable plan is for the University to move around the State, not staying in one place longer than three or four years. This would help all towns alike. Mr. Editor, I have been a staunch friend of yours for many years, but if you try to draw on the treasury to push Apex ahead of Cary, I am done with you. I understand that a bill in the legislature provides fifty thousand dollars to move it to Apex. We will move it to Cary for half that much.

The president of a prominent denominational college and the president of the University of North Carolina[19] exchanged letters in *The News and Observer* March 2 and 3, 1917. Dr. Vann asked in a lengthy letter some specific questions on the attitude of the authorities of the higher educational institutions of the state toward "the Christian colleges," and whether the state institutions were antagonizing the denominational schools; whether there was prejudice or discrimination against the denominational schools on the part of the agents and friends of the state institutions; and, by implication at least, whether the state was not expending extravagant sums on its higher educational institutions in comparison with its expenditures on the public schools. Dr. Vann also charged that the superintendents of schools educated at Chapel Hill were using "their utmost endeavors to turn every

19. President R. T. Vann, of Meredith College, Raleigh, and President Edward K. Graham.

student away from the denominational colleges to those of the State," and he also said that "a number of our high school men say they are actually afraid to have a certain one of the University officials visit their institutions at all because they fear he would seek to turn their pupils to State institutions."

President Graham who, on account of bad weather and worse roads, was unable to get to Raleigh on the afternoon of March 2 to appear before the legislative committee, dictated over the telephone a reply to Dr. Vann which was transcribed in the office of an alumnus and trustee of the University in Raleigh. It was an open letter to Dr. Vann who, failing to impress the legislative committee by his speech that afternoon, very fairly and appropriately asked that President Graham's letter be published in *The News and Observer* and it was published March 3. In his brief reply to this attack on the University and the attempt to play it up against the public schools, President Graham said: "For myself I make answer that no act, attitude or feeling of mine has been other than genuine and deeply sympathetic toward the denominational schools and colleges. My whole creed and practice is that we are all at work on the same problem, and that no success in the field of education in North Carolina genuinely won can work anything other than good for every other worker in that field. I can say to you without reservation that every forward step made by any institution, from the elementary school to the college—private, denominational or public—gives me as deep a pleasure as if it were made by the one with which I chance to be associated."

More spectacular and dramatic than the attack on the University and the proposal to "move it to Apex" during the administration of President Winston or the conflict in 1917 was the crisis that threatened public education in this state in the 1920's, particularly during the legislative sessions of 1925 and 1927. In those days war clouds gathered and shock troops of the fundamentalists sought the committee rooms and the floors of the legislature to force that body to decide whether man descended from monkey or was made from mud. This frantic effort to restrict freedom of teaching in the schools of North Carolina was stopped dead in its tracks, however, by the University family,

alumni, trustees, and other friends of freedom of teaching and thought in this state. All of the inside story of this fight is not a matter of authentic record, and some evidence that may be competent, if unwritten, even the most judicious historian could not well and wisely report, perhaps. Not all the University family was solidly on the same side. But it is known that an alumnus broke a tied vote in the House Committee on Education that retarded the menacing movement; that the President of the University joined forces with the President of Wake Forest College, a distinguished scientist and honorary alumnus of the class of 1906, and both stood up in Raleigh in behalf of the schools; and meantime another alumnus, later to be President of the University, while studying in England had prepared and sent to the press of North Carolina, a careful statement on "Evolution, the University, and the People," that had much to do with the outcome of that fight. In that statement he appealed to the people of North Carolina to resist "the false fear of truth and the foes of freedom" and to fight against bigotry and ancient tyranny in its latest form. "Freedom to think, freedom to speak, and freedom to print are the texture of our University standards," he asserted. Legislative appropriations may temporarily come down, he said, but never the motto of the University of North Carolina.

The impressive "Committee of One Hundred" was formed in the state, later to change its name to "The North Carolina Bible League." The Anti-Evolution League and Bible Crusaders of America rushed to the state to outlaw the theory of evolution and to place on the statute books of North Carolina legislation which would cripple and suffocate the public school system, from the first grade through the University. But discord appeared in one of the early meetings of the Committee of One Hundred, when ordained ministers lost their tempers in a fiery session which exhibited willingness and readiness to shed blood in opposition to teaching in tax-supported schools any theories which clashed with the Mosaic explanation of creation.

When this warfare was raging in the state, North Carolina was doing less than any of its forty-seven sisters for public libraries. Many of its teachers did not have a standard high school education; hundreds of them had never heard of Darwin; more than

300,000 of the children of North Carolina had only six months' schooling a year; half of the farm workers of the state still toiled in tenancy; and almost a hundred thousand native white men and women were cursed by sheer illiteracy and its suffocating loneliness, unable to read a single word of *Origin of Species* or of the Book which the Carolina Crusaders would protect from Darwinian attacks. Between 1921 and 1929 thirty-seven bills similar to the bill introduced into the legislature of North Carolina in 1925 were introduced into a score of American state legislatures. Most of these anti-evolution bills failed as in this state and in Minnesota, but many teachers were dismissed for holding certain scientific views, and loud were the rumblings of the conflict "in the corridors of American public schools." It was in this fateful hour that the University of North Carolina, through its faculty, alumni, and friends, stepped in to protect the public schools.

IV. BUILDING THE PUBLIC EDUCATIONAL STRUCTURE

It is clear that, all along, the University has considered itself and its fortunes inseparably connected with the schools about it, has recognized its obligation to prepare teachers and has emphasized the importance of good teaching, and has stood by the schools in manly manner when these were faced with crises that threatened their progress and usefulness. It is a matter of proud record also that members of the University family have been the chief architects and builders of the public educational structure of the state.

The period from 1825 to 1860 in North Carolina was marked by increased interest in the economic, political, social, and educational development of the state by a small group of men among whose leaders were many alumni and other members of the University family. Two sons of the University stand out conspicuously as distinguished leaders in building the structure for public education in the ante-bellum period,—Archibald D. Murphey, of the class of 1799, and Calvin H. Wiley, of the class of 1840. Efforts for educational reform had been stimulated by the able papers and plans of Archibald D. Murphey in 1816 and 1817; and in 1825 one part of Murphey's elaborate educational plan of

1817 was provided by act of legislation. This was for a permanent public school endowment, known as the Literary Fund. The author of the law was Bartlett Yancey, of the class of 1809 and a former student of law under Murphey. The fund became the basis of state aid for public schools prior to 1860 and greatly stimulated local educational taxation in the counties of the state. Immediately preceding Commencement at the University six years later, alumni, trustees, members of the faculty and other friends of education organized in Chapel Hill the North Carolina Institute of Education, the purpose of which was "to diffuse knowledge on the subject of public education, and by every proper means to improve the condition of common schools and other literary institutions in our State."[20] Although the organization had a short life, apparently holding meetings only in 1832 and 1833, it nevertheless stimulated wide interest in the movement for public schools that led in 1839 to the enactment of the state's initial public school law. And in 1832 Joseph Caldwell, first president of the University, published his well-known letters on public education, referred to above, which had wide influence on public discussion that culminated in the legislation which became the basis of the state's public educational system prior to the Civil War.

Murphey had been prepared for college in David Caldwell's famous school in Guilford County, and was graduated from the University of North Carolina in 1799 "with the highest distinction." William A. Graham, of the class of 1824, in an article in the *North Carolina University Magazine*,[21] wrote of Murphey's ability to write "like Goldsmith, and with an ease and rapidity that Goldsmith could not have equalled. . . ." Murphey served as professor of languages in the University, being appointed immediately upon his graduation, and was admitted to the bar in 1802. It is the testimony of all Murphey's students and of his contemporaries and historians, that he was one of the most distinguished characters in North Carolina, with extraordinary attributes of the statesman and philosopher, a man who excelled "all his contemporaries in the State," and in the application of his mind to problems of North Carolina "he had few equals or sec-

20. *Raleigh Register*, July 7, 1831.
21. X (1860-61), 1-12.

onds." He was distinguished as an advocate at the bar, a jurist on the bench, a farseeing "legislator of comprehensive intelligence, enterprise and patriotism, a literary man of classic taste, attainments and style in composition." His fame has been "a source of just pride to his friends and his country."

Murphey represented Orange County in the state Senate from 1812 to 1818, and to him perhaps more than to any other was due the effort to inaugurate a new and advanced period in the public policy of the state. His influence in the counsels of North Carolina was probably wider than that of any other citizen. He brought to legislative consideration an "energetic spirit of patriotism," had the most comprehensive view of the needs of North Carolina, and proposed bolder and more intelligent measures for the improvement and advancement of the state than any other man of his generation. Graham said that whether the failure promptly to realize some of his proposed measures was due to "error in their conception or timidity in his contemporaries to meet and boldly sustain them, the historian must pronounce that his reports and other writings in regard to them are the noblest monuments of philosophic statesmanship to be found in our public archives since the days of our Revolution."

His vision and labors for internal improvements, which would have done credit to DeWitt Clinton of New York to whom he has been compared, his interest in improving the means of transportation, in the development of cities with a view to making North Carolina commercially independent of other states, and his vision for a system of education from the primary schools through secondary schools and the University, are unexcelled in the social history of the United States. Other enterprises in which he was greatly interested included an institution for the deaf and dumb, and the writing and publication of a comprehensive history of his state. Of the proposed history Murphey wrote in 1821: "We want such a work. We neither know ourselves nor are we known to others. Such a work, well executed, would add very much to our standing in the Union, and make our State respectable in our own eyes."[22]

22. William Henry Hoyt (ed.), *The Papers of Archibald D. Murphey* (Raleigh, E. M. Uzzell and Company, 1914. Publications of the North Carolina Historical Commission), I, 211.

Of the University in 1817, "in a state of extreme depression," he said: "When the pride of the State is awakening and an honorable ambition is cherished for her glory, an appeal is made to the patriotism and generous feelings of the Legislature in favor of an institution, which in all civilized nations has been regarded as the nursery of moral greatness and the palladium of civil liberty." He said that a people who cultivate science and the arts with greatest success excel other people. "It is due to North Carolina, it is due to the great men who first proposed the foundation of the University, to foster it with parental fondness, and to give to it an importance commensurate with the high destinies of the State." Murphey conceived of the University as the proper place of leadership in North Carolina. His services to his state properly give him the name of the "father of public schools," "father of internal improvements" of North Carolina, "the first native historian" of the state, and "the projector of the first geological work done under government auspices in America."[23] His plan for a public school system ranks very high among the best proposals ever made for a state system of education in this country. The report, in which Murphey thoroughly elaborated his theory of education by and for the state, appears in full in Charles L. Coon's *The Beginnings of Public Education in North Carolina: A Documentary History, 1790-1840*[24] and has been treated in many places by historians and other writers on education in North Carolina.[25] Murphey's work was the subject of lengthy discussion in *The North American Review*, January, 1821,[26] when that magazine was under the editorship of Edward Everett. The writer of the article said that the documents of Murphey "prove that the legislature of North Carolina has engaged in the noble undertaking of internal improvement with an enlargement of plan, and a firmness of purpose not surpassed by any other state. Nor has everything evaporated in deliberations and

23. *Ibid.*, I, ii.

24. I, 123-45.

25. See Edgar W. Knight, *Public School Education in North Carolina.* Boston, Houghton Mifflin Company, 1916; M. C. S. Noble, *A History of the Public Schools of North Carolina.* Chapel Hill, The University of North Carolina Press, 1930.

26. III, No. II, New Series.

schemes. In the proceedings thus far, we discover much wisdom in projecting, and much energy in acting."[27] The article also said: "While on the subject of North Carolina, we cannot resist the inclination which we feel to bring forward one or two other particulars which exhibit the present condition and future prospects of this state in a most favorable light. In an ardent and increasing zeal for the establishment of schools and academies for several years past, we do not believe it has been outdone by a single state."

Another son of the University who took high place in educational leadership of the state before 1860 was Calvin H. Wiley, who became the first state superintendent of schools in North Carolina. Born in Guilford County in 1819, prepared for college at Dr. David Caldwell's "log college" near Greensboro, Wiley was graduated from the University in 1840, later studied law, was admitted to the bar, and located at Oxford for the practice of his profession. He was interested also in journalism and for a time edited the *Oxford Mercury* and later the *Southern Weekly Post*, a paper published at Raleigh and devoted to civic, educational, and industrial improvement. He became a member of the legislature in 1850, and there devoted his energies to educational interests. Chief among these was legislation which provided for the establishment of the state superintendency of the public schools which had been established in 1839. The bill creating this office was enacted into law December 4, 1852, chiefly through his leadership, and he was appointed to the position by the Legislature. He took office January 1, 1853.

This alumnus of the University of North Carolina, who had many qualities in common and compared favorably with the most eminent American educational leaders of his generation, continued in that office until 1866. One of the interesting facts in connection with his long and distinguished service in behalf of public education and the proper education of teachers for the state is that although a Whig, Wiley was appointed or elected to the office by a Democratic legislature and continued to be so

27. *Ibid.*, p. 21. As matters turned out, this report of Everett or the writer of the article was too optimistic, of course. Murphey's plans for his state were too advanced for his time.

appointed until the office was abolished in 1866. In addition to his co-operation with Dr. Craven at Normal College for the improvement of teaching in the state, Wiley urged the formation of library associations for improving the professional qualifications of teachers; formed an educational association of North Carolina; established *The North Carolina Journal of Education*; labored consistently for a complete reorganization and improvement of the educational forces of the state; lectured in every county to arouse interest in the cause of popular education, and advised neighboring states concerning the educational work of North Carolina which, at the close of the ante-bellum period, was "attracting the favorable attention of the States south, west and north of us. . . ." This spiritual and educational successor to Caldwell and Murphey served his state as chief state school officer longer than it has ever been served by another superintendent of North Carolina except Dr. James Y. Joyner, of the class of 1881.

The contributions of Wiley to the educational development of the state are matters of record. His reports of educational conditions in the state during his superintendency are among the best of the official accounts made by chief state school officers in this country prior to 1860. He used those reports not only to provide information about the schools and their progress, but to point out their weaknesses and to suggest reforms, and also to create and direct public opinion on educational matters, especially on the subject of universal and free public schools. His philosophy of education was simple: that public education is the only sure and safe foundation in a democratic society and that "a system of common schools for a great and growing state is a vast and sublime moral organization." Wiley believed that education should be universal and free and open to all, rich and poor alike, and at the close of the war he was very decided in his advocacy of the education of the freedmen.

The last quarter of the past century was a difficult period for public education in North Carolina and the other Southern States. Economic, political, and racial conditions, whose roots reached back to the war and Congressional Reconstruction, retarded educational progress. Until these conditions were improved around

the turn of the century, opportunities for substantial public educational leadership were heavily restricted. Dr. J. Y. Joyner was the first state superintendent of public instruction in North Carolina after the war who had a fair chance for such leadership, although two other superintendents before Joyner's administration had served the cause of education as well as conditions would permit. These were John C. Scarborough, a graduate of Wake Forest, who served from 1877 to 1885 and again from 1893 to 1897, and Charles H. Mebane, who served from 1897 to 1901. Notwithstanding the difficult conditions under which these two men served, their real contributions to public education have not been properly acknowledged by writers on education in North Carolina.

The member of the University family who, since the Civil War, has made the most distinguished contribution to the structure of the public education system of the state is James Y. Joyner, class of 1881, who served as state superintendent of public instruction from 1902 to 1919. Under his leadership the principle of equality of educational opportunity came to be recognized and accepted as did also the duty of the state to protect children through compulsory-attendance legislation. During his administration, public support for schools increased four-fold and their term nearly fifty per cent; there was a ten-fold increase in library facilities; local-taxation districts increased from about 200 to more than 2,000; nearly three hundred state high schools and a score or more of farm-life schools were established; a schoolhouse a day was built every day in the year during a large part of his adminstration; and the state gained a new perspective of teaching and of professional educational administration.

Dr. Joyner, who was the third Southerner ever to be elevated to the presidency of the National Education Association, saw in his position as state superintendent an opportunity for energetic and wise educational leadership and for strengthening the structure of the public school system and through it to serve the state he loved and to promote its best interests through the advancement of the welfare of children always and everywhere. An indefatigable worker and wise leader, marked by that precious quality of patience, he could fight when he had to do so, but he

never entered into warfare merely for the joy of the struggle. For thirty-seven years he served the public educational interests of this state, as county superintendent before he could vote, as chairman of a county board of education, as teacher in and superintendent of public schools, as professor and dean in the Woman's College, and for seventeen years as state superintendent of public instruction, and through that high office was the recognized public educational leader of his state. In the face of discouragement and opposition, Dr. Joyner laid strong and deep the foundations for a better public educational structure of his state.

V. LIBRARIES AND EXTENSION SERVICE

University leaders have been aware, however, that more is needed than the structure and organization of an educational system if it is to function in the lives of those it is set up to serve. Hence, the long and energetic interest of the University in helping to prepare good teachers for the schools of the state, as already noted, and to assist teachers in service through its Extension Division. Energetic has been the interest of members of the University family in enriching the work of the schools through the encouragement of school, public, and college libraries and the stimulation of habits of reading among the people of North Carolina; and distinctive has been the University's leadership in strengthening the library as the great ally and support of the public educational program of the state. Members of the University family were foremost leaders in the organization of the North Carolina Library Association, in the Citizens' Library Movement, and in the campaigns that led the legislature in 1941 to make its first appropriation for state-aid to libraries. This aid in the sum of $100,000 (exactly the amount first appropriated by the legislature in 1899 for public schools) was increased in 1943 to $125,000. Through the libraries thus provided the public educational structure of the state has been strengthened and enabled to do its work more effectively; and through its Extension Division the University now for more than three decades has also sought to strengthen that structure and thus to increase the effectiveness of the schools.

VI. FUTURE RESPONSIBILITIES AND OPPORTUNITIES

It is difficult enough for one to try to reconstruct the history of the educational past in North Carolina, with fairly adequate annals and records. It is more difficult for one to try to appraise the present or recent educational scene here; and it is even perilous for him to assume the role of the prophet and attempt to predict the future of public education in this state. But the relation of the University of North Carolina to public education in the past is a matter of record, in which any state or its university could well have pride. What of conditions during the present and recent period? What of responsibilities and opportunities of the University for public educational leadership in the future? What will the future historian report?

Among other things the future historian will naturally discover that the latter part of the past and the early part of the present century were the days of the public educational pioneers in this state and the South. He will point out that the spirit of pioneers is marked by energy, faith, and spirited resourcefulness. No university ever sent out in such a brief period so many able, inspiring, and effective educational leaders as went out from Chapel Hill in the last decades of the past and the early years of the present century. By their records here and out there they held their own with the leading citizens in the communities whose schools they served as teachers and managers. They were energetic and often apostolic in their zeal for the promotion of public education and for the advancement of learning. Here they had acquired a liberal education rather than mechanical training in pedagogy and as a result exhibited a steadying philosophy that comes only from broad and generous education.

The future historian will look in vain for these qualities in public educational leadership and also among the teachers of teachers in this and the recent period. He will find that public education is not nowadays attracting a healthy quota of the best and most promising young men and women from the colleges and universities. It may seem a hard saying, but the future historian will look in vain in the present and recent period for those lively, courageous, and well educated leaders who in other

periods aroused this commonwealth from educational and intellectual lethargy to energetic activity and set this state ablaze in behalf of better schools and better teachers.

What will his explanation be? Of course, he will find that occupational opportunities are more numerous now than then. But he will also find that teacher-educational institutions, including the University of North Carolina, have been somewhat casual in permitting professional education to be divorced in isolation from those other subjects and disciplines which in the past doubtless accounted largely for the quality of teachers and managers of the schools. He will find that the rapid inflation of pedagogical courses has caused the collegiate and university study of education to fall under a heavy cloud of suspicion of other departments and discouraged able and promising young men and women from going into educational work. He will find heavy emphasis upon pedagogical techniques and methods and "tricks of the trade" and perhaps an opportunism and a myopic concern with transient and transitory educational objectives to the neglect of substantial content.

The future historian will have to report also that institutions engaged in mass production in graduate work in education should have seen the danger of creating for themselves an artificial prestige and the lowering of educational standards. He will observe the comparatively little intellectual inconvenience by which graduate degrees were acquired in this comparatively new discipline, and will find that professional education was extending itself in many different and vague directions and weakening itself under the weight of assumed tasks and the promise of offering solutions for all social ills. He will find that teachers of teachers of the present period were trying to make teachers jacks-of-all pedagogical trades, by assuming to increase their functions and to make them at the same time physicians, nurses, oculists, dentists, policemen, experts on taxation, economics, flood control, international and racial relations, politics, soil conservation, and numerous other problems. The future historian will point out that this view of the function of teachers assumes that the schools can work miracles in places where miracles need to be worked indeed, but which teachers should not be required to under-

take. And the future historian will point to the danger, which educational leaders of the present should have seen, in the tendency to dump a little of everything in the curricula of teacher-educational institutions, sometimes in superficial manner, through coercion by or courtesy to every wind of passion or prejudice or every pressure group, in the implied promise that teachers can cure all the social distempers of a confused world and remove all the painful conditions of a muddled social and economic environment. The future historian will have to note the many attempts in the present and recent period to erect a showy superstructure upon an insufficient foundation and the ambition of professional teachers of teachers to have the schools undertake everything.

The future historian may also discover in the present and recent period a strong tendency toward a pedagogical priestcraft, through the "super-analysis and hyper-dissection of the teaching process" and the creation of a pedagogical jargon peculiar to and understood only by the craft. And he may find evidence of danger that lurked in making the art of teaching complex rather than keeping it the simple process that in reality it is.

In these conditions appear the responsibilities and opportunities of the University of North Carolina. By constitutional authority this institution has been recognized officially and by the people themselves now for one hundred and fifty years as the head of public education in the state. This leader in the state's educational system is itself crowned by its graduate and professional work, whose influence should be preeminent in determining purposes and policies in the educational system of the state. No other institution or agency in North Carolina has larger potential opportunities for giving direction to the elementary and secondary schools and even to teacher-educational institutions; and impressive is the educational responsibility which thus rests fully and finally upon its University which has accepted educational leadership in North Carolina. At the inauguration of President Chase here twenty-five years ago, Dr. E. C. Brooks, State Superintendent of Public Instruction, said that an educational system is as comprehensive as its manifold resources, and that "Such a system unified becomes a great spiritual temple,

having for its base the infant school, and its crown the University."

Properly considered the state university is an institution of leadership in all aspects of the life of the commonwealth in which it lives and serves. Nowadays, more than ever before, it has come to be looked upon not only as an institution where distinguished teaching is done, where independence of thinking is encouraged and fostered along with its "ardent love for truth and righteousness," but where no phase of civic, social, educational, political, and industrial life is beyond its obligation to study for the sole purpose of promoting the highest interests of all the people of the state. Not only must the state university be a leader in the intellectual life of the society in which it exists; but more and more is it expected also to be "the mother of reforms." Sometimes it may have to defy and vigorously oppose what someone has called "the momentum of inertia" on new questions and issues; but always must it bravely fight against prejudice and selfish vested interests and bid ignorance defiance always and everywhere. Otherwise, it is not a university in the real sense, nor can it be true to its own conscience and the commonwealth. It must also stand vigorously against any tendencies to a one-sided development of the society in which it lives. It must resist and curb any hasty and feverish educational spirit of the times that would ignore or neglect the past, and constantly keep before the people the warning that "in darkness dwells the people which knows its annals not." The state university must have the clear eyes of the prophet to foresee dangers and the moral courage and intellectual honesty to forewarn against them. It must be a robust and sturdy influence that never truckles nor yields obsequiously to the fancies and fads of the passing moment or generation, while being at the same time, however, sensitive and responsible to the real needs of the present.

Education is fundamentally richer and more extensive than the study of methods and techniques of instruction with which it has unfortunately come to be confused in recent times. Professional education is a derivative discipline and draws its contributions from many other disciplines and subjects. For this reason attempts to establish it as an isolated intellectual discipline or

science are bound to be disappointing. Attempts in the past by energetic enthusiasts in the field of psychology, statistics, and administration have had short and disappointing lives. The technician or mechanic in education can assert with high confidence that he has the figures, but he does not always know what the figures mean, because for the meaning and values of education it is necessary to draw on other sources and resources than technical pedagogy. When Plato set out to answer the question, "What is Justice?" and to discover the foundations of the just state, he came out with *The Republic*, the first treatise on education and still one of the most vital of all discussions on the subject. Here and in his other writings Plato made the head of education in his ideal society the most important of all state officials because, he wrote, "If young men have been or are well brought up, all things go swimmingly" in the state. And his distinguished disciple, Aristotle, maintained that there is nothing which the science of government should "take so much pains with as producing a certain character in the citizens, that is, making them good and able to do fine actions."

The history of education in this state during the life of this institution demonstrates nothing more clearly than that the professional education of teachers is more than the study of educational theories and techniques. The late Sir Michael Sadler long ago pointed out that a state system of education is a living thing and has in it the secret workings of the life of the state. "It reflects, while seeking to remedy, the failings of the State. . . ." And he made it clear that professional education should deal primarily with those forces that give education meaning and life, those forces which reveal the hopes, the aspirations, and the culture of the state in which it exists.

The influence of the University in providing leadership for public education has been very definite and far-reaching. The structure of a great system of public education has been creditably erected. Much has been done. But the undone work still is vast. The most persistent and pressing part of the undone work is that on which Dr. Joyner wrote so eloquently more than forty years ago in his first report as state superintendent of public instruction, to his college-mate, Governor Charles B.

Aycock. Dr. Joyner said: "The first essential of a teacher is the knowledge of the subject to be taught. As is the teacher, so will be the school."

The origin and growth of the University of North Carolina and the public schools form one of the most significant chapters in the history of this state, one of the most fascinating of our entire democratic epic. The University was designed to serve the manifold interests of the state which created it. More than any other type of educational arrangement ever devised in North Carolina, its University is a public-service institution. Its life and success have depended upon and will continue to depend upon the public, the public will, and sympathetic public appreciation. Its resources should always be at the intelligent service of the people wherever good purposes are to be served. As a social institution and a public servant, the University of North Carolina is in partnership with the commonwealth. It must faithfully meet not only its primary obligation to teach and to keep aloft the lamp of learning but it must also extend the boundaries of knowledge; and its zeal for sound teaching and productive scholarship must be kept robust, unflagging, and unsullied. And we are confident that to this high trust and opportunity this mother of state universities will be faithful.

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COMMUNICATION CENTER
UNIVERSITY OF NORTH CAROLINA

A Report to UNESCO

Submitted by

Earl Wynn, Director

February 1948

BASIC IDEA OF A COMMUNICATION CENTER

We live in the Twentieth Century. The tools or machines of communication by means of which men share their ideas, thoughts, and emotions with other men, grew up in the Twentieth Century. They belong to the Twentieth Century. Their power to reach into men's minds is unfathomable. Yet, they have never been fully explored for enlightenment, understanding, and peace in a century in which man so desperately needs all three lest he destroy himself.

Radio, motion pictures, the press, television, facsimile, and all the less pretentious tools (recording, film strips, slides, illustrated publications, models, charts, posters, and cartoons) must be harnessed to do the most good for the most people. They must be brought together in many places for this purpose. They must be freed there of all commercial shackles. They must be controlled by qualified and responsible citizens.

The University best fits all these requirements: its primary purpose is education; it is not interested in making money; it is staffed by intelligent, thoughtful, and responsible citizens.

THE COMMUNICATION CENTER, UNIVERSITY OF NORTH CAROLINA: ITS PURPOSES

Around this basic idea the Communication Center of the University of North Carolina was planned, and, in September 1945, approved by the Board of Trustees of the University. It was set up to realize the following three major purposes:

> PURPOSE NO. 1: To provide a wider educational and cultural opportunity for more people through the effective use of all tools of communication in planned educational programming.

For clarification this major purpose must be amplified under each of its several phases:

First, "a wider educational and cultural opportunity". Much of our present local, national, and even international misunderstanding and preju-

dice can be traced to (1) people's willingness to let others think for them, and (2) the desperate barrenness of most minds of the basic materials (not equipment) for logical and heartful thought. It must be assumed that, given the opportunity to fortify themselves with the materials for improved thinking and feeling, most people will seize that opportunity to become more useful to themselves and to their country. If we cannot assume that, our democratic way of life is in grave danger!

"The opportunity for wider education and culture," then, means answers to these and many similar questions: (1) What is the meaning of democracy? (2) What are the local, national, and international responsibilities of the individual citizen? (3) How do other Americans earn their livings, play, worship, eat, sing, and create? (4) What is the great thinking of all time? (5) What can we do to improve our living? (6) What is the great music and literature of our day and of all time? (7) How do the peoples of other countries earn their livings, play, worship, eat, sing, and create? (8) What are the great developments in science of our time, and how can we use these? (9) What are the other systems of national government, and how do they work? (10) How does the U. N. work? (11) What are the individual's responsibilities to U. N.? (12) What is World Government? Is it feasible? How would it work?

When and if these questions are answered for most people, we shall have begun to achieve a greater respect for our fellow man and through that, enlightenment, understanding, and a path to peace.

Second, "for more people". "More people" includes all the people whose minds can be reached and certainly hosts more than are reached now. It includes all age levels and all economic levels. It means in school, out of school, and beyond school.

Third, "through the effective use of all tools of communication". "All

tools of communication" include: the human voice, alone, in the classroom, and in public discussion; radio; motion pictures, television, recordings; film strips; slides; facsimile; models; graphics (cartoons, posters, charts, illustrated publications); and the press. Before the ultimate in "effective use" can be achieved, much scientific research remains to be done to discover the true value of each tool to teaching and communicating on a mass scale. (See Research). "Effective" implies the concentrated and continuous use of each tool for education. Commercial radio and motion pictures are mainly entertainment industries organized to show big profits. Both produce educational programs, but these programs represent little more than meaningless gestures in the general direction of education: they have little long-range planning and no concentration.

Fourth, "in planned educational programming". Commercial radio and motion pictures are powerful industries. We have seen what their concentrated campaigns to sell soap or to sell a "star" can produce in mass sales and in mass hero worship. They have proved what planning and concentration can do for the pocket book.

Planned and concentrated educational programming can yield comparable results in mass enlightenment and understanding. But to do so, it must not only be planned and concentrated; it must also compete with the appeals of commercial programming.

Such, then, is the Communication Center's interpretation of its major purpose number 1: To provide a wider educational and cultural opportunity for more people through the effective use of all tools of communication in planned educational programming.

PURPOSE NO. 2: To provide opportunity for research in the effectiveness of these tools as media of educational and mass communication.

The tools of communication speed learning. We need only to examine the results of the accelerated training program for World War II to realize this. The tools of communication are also powerful enough to produce the beginnings of national havoc in thirty minutes. Orson Wells' Men from Mars came close to doing that. Yes, we accept the power of these tools and their general effectiveness to learning. But do we know their relative or specific effectiveness for a given body of information with a given audience in a given situation? We do not! Can we answer the following questions or questions like them?

1. Which does the best job of "selling" various kinds of ideas and information: press? radio? motion pictures? film strips? illustrated publications?

2. Or is it the combined use of these that does the best job? Combined in television, for instance.

3. With radio, which "presentation form" is best: roundtable? interview? talk? variety show? narrative dramatization? documentary?

4. What is the best type of motion picture for a given subject and a given audience? Is it in color? Does it use commentary, dialogue, or a combination of both? How long should it be?

5. What is the best use for the slide film?

6. How can various ideas be presented graphically? What are the most effective graphic styles?

7. What are television's and facsimile's uses to education?

No, we cannot answer these questions, at least not with any degree of scientific accuracy. We can only guess at them. And yet it is only after we have answered these questions accurately that we shall be able to make the best use of the tools for education.

The Communication Center will provide opportunity for scientific research in each of the tools. With the tools in one place and in continuous

use for education, the answers should be easier to find.

PURPOSE NO. 3: To provide training in the effective use of the tools of communication for educational and professional purposes.

The effectiveness of these tools for education is directly proportional to the calibre of the individual user. If schools, colleges, and universities are to use these tools well, if they are to begin communication training programs of their own, they must be staffed with thoughtful and heartful men and women thoroughly trained in the educational philosophy and use of the tools. The training program of the Communication Center will begin to supply this need for trained people. But it will be only a catalytic agent, so to speak, in a necessary chain reaction of communication education.

Basic communication education began to grow in the late 19th and early 20th centuries and has emerged as highly developed, highly academic university and college departments and schools of speech and journalism. The main emphasis of these departments and schools has always been, where it should be, upon the individual, his thinking, and his ability to express himself. The new media of mass communication, after they appeared and became developed have been adopted for the most part by speech and journalism. So far the emphasis placed upon their use in most schools has been primarily professional; training men and women for jobs in commercial radio stations, motion picture studios, or as teachers to train other men and women to do the same thing. This is important but not to the exclusion of all other emphases. Little emphasis is placed upon the concentrated use of these media together for education. The time has come when we must face the need of such emphasis and do something about it, whether the doing takes the shape of a re-emphasis under journalism, speech, or already existing programs, or under schools of communication where speech and journalism are departments within a larger administrative unit.

The Communication Center of the University of North Carolina is planning toward the organization of an academic School of Communication with departments in each of the following fields: Radio; Motion Pictures; Speech; Journalism: Visual Education; Television; Communication Research (graduate department only); and separate courses in Graphic Presentation, Still Photography, Film Strips and Lantern Slides, and Models.

Each department, except Communication Research, will offer an undergraduate degree, but that degree will require additional study in at least two related departments. A composite undergraduate degree in Communication will also be offered. It will emphasize the implication of the total field.

The major emphasis of each undergraduate degree will be twofold: (1) the philosophy of Communication-use Education, and (2) the specific and skilled use of the tools for educational as well as commercial purposes.

The School of Communication will offer a Masters Degree in both Communication Research and Communication. The M. S. in Communication Research will require a B. S. in Communication and a thorough undergraduate background in Sociology and Psychology. The M. S. in Communication will require a major emphasis upon the philosophic, creative, and skill aspects of that field of communication in which the B. S. was taken and minor emphasis in two related departments.

The Ph.D. degree in Communication will require a thorough background in the philosophy and skills of all departments of communication with major concentration upon the one in which the dissertation is written and minor concentration in Sociology, Psychology, and two related departments of Communication.

Such are the plans for communication training in the Communication Center.

THE COMMUNICATION CENTER

IMPLEMENTATION OF ITS PURPOSES:

ORGANIZATION: The Communication Center is organized under five major divisions: (See Enclosure A)

1. Radio, which includes recording as well as broadcasting.
2. Photography, including both motion pictures and still photography.
3. Graphic Arts: illustrated publications, charts, maps, posters, cartoons, models, motion picture animation.
4. Utilization and Distribution
5. Research, including experimentation in such new tools as television and facsimile.

PLANT OF THE COMMUNICATION CENTER: It is housed in what was once a brick cafeteria building, converted now for the purposes of communication. In work space this building supplies the following needs:

1. Office Space: 45 people
2. Radio Broadcasting and Instruction: three studios, one master control room; one recording room; one classroom studio and control room. (See pictures)
3. Motion Picture Production and Instruction: Shooting stage; control room; projection-rerecording room; editing room; music recording studio; stock library. (Construction of this section has not been fully completed). (See pictures)
4. Still Photography and Instruction; Negative room; printing room; drying room; storage and supply room. (See pictures)
5. Utilization and Distribution: classroom; shipping room. (See pictures)
6. Metal working and woodworking shop
7. Electric Shop
8. Television space: There is adequate space allocated, though not converted or equipped, for television.

PERSONNEL: The Staff of the Communication Center includes seventeen full-time and seven part-time people, many of whom do

more than one type of work. (See Enclosure B)

Earl Wynn, Director of Communication Center, Head of Department of Radio, Supervisor of Research Project.

O. W. Hungerford, Technical Director of Communication Center.

Charles F. Milner, Associate Director of Communication Center, in Charge of Utilization and Distribution Division.

Rhoda Hunter, Executive and Financial Secretary

Mana Johnson, Secretary

Jane Grills, Dir. Radio Division, Radio Production Director

Robert Schenkkan, Radio Writer

John Young, Recording Engineer

Edward Freed, Motion Picture Writer-Director and Graphic Designer

Ross Scroggs, Director of Still Photography

Louise Pendergraft, Executive Secretary, Utilization and Distribution Division

Marion McGirt, Film Librarian

Joseph Lance, Distribution Truck Driver

Pauline Mohr, Projectionist and Shipping Clerk

George Aycock, Part-time technical assistant

Jack Mohr, Part-time technical Assistant

Rowlin Cecil, Part-time Technical Assistant

Fletcher Hodges, Part-time Technical Assistant

Sara Hampton, Part-time Photo Assistant

Sebastian Sommer, Part-time Photo Assistant

William Tipton, Part-time Photo Assistant

In spite of staff limitations, reliable progress is being made toward the realization of all major purposes:

RADIO

PURPOSE NO. 1 In Radio, five weekly educational programs are broadcast through networks of standard North Carolina commercial

stations. These programs are as follows:

1. The University Hour,
   a program which in format combines talk, roundtable, music and drama, and which in design presents the activities of the University in science, business, music, literature, social science, etc., to the people of the State.

2. Thirty-Three by Air,
   a half-hour program presenting present-day local, national, and international problems in dramatic form. Such subjects as the United Nations, World Government, Atomic Energy, and Living Democracy are typical.

3. The North Carolina Viewpoint,
   a half-hour roundtable discussion by University and State experts upon current state, national, and international problems.

4. Editorially Speaking,
   a fifteen-minute digest in dialogue form of the salient editorial thinking in North Carolina.

5. Musical Merry-Go-Round,
   a fifteen-minute musical appreciation program for children between 7 and 11 years.

These programs are carried by the following networks of North Carolina stations:

Stations Through Which Communication Center Programs Are Broadcast

WGWR	Asheboro	WGBR	Goldsboro	WRAL	Raleigh
WWNC	Asheville	WBIG	Greensboro	WPTF	Raleigh
WFNS	Burlington	WGTC	Greenville	WWGP	Sanford
WRRZ	Clinton	WJNC	Jacksonville	WSTP	Salisbury
WDUK	Durham	WGTL	Kannapolis	WCPS	Tarboro
WHHT	Durham	WKNS	Kinston	WTNC	Thomasville
WTIK	Durham	WEWO	Laurinburg	WADE	Wadesboro
WFNC	Fayetteville	WHIT	New Bern	WRRF	Washington
WBBO	Forest City	WKBC	N. Wilkesboro	WGTM	Wilson
				WSJS	Winston-Salem

RADIO
PURPOSE NO. 2 One research project in radio, financed by the Special Devices Center, Research Division, U. S. Navy, is already underway. It will seek to discover the relative effectiveness of various forms of radio presentation to teaching in the classroom and on a mass

scale. These presentation forms include (1) talks, (2) roundtables, (3) interviews, (4) narrative drama, (5) documentaries, (6) varieties, and (7) untried forms of presentation.

The project is being conducted in close liaison with the University's Institute for Research in Social Science, and the Departments of Psychology, Education, and Radio. (See Enclosure C)

RADIO

PURPOSE NO. 3 A new academic Department of Radio, offering a B. A. Degree with a major in Radio, was approved by the faculty of the University in September 1947. For this degree the undergraduate student is trained in the philosophy of Radio-Use Education and in the specific and skilled use of the radio as an instrument for educational and commercial purposes. Continued experience in every phase of actual broadcast prepares the student in skilled practice as well as theory.

The curriculum of the Department of Radio follows:

DEPARTMENT OF RADIO

Professor: Earl Wynn
Associate Professor: Fred T. Rogers
Assistant Professors: Jane E. Grills, J. L. Morrison
Instructors: Rhoda M. Hunter, Robert F. Schenkkan

Interests of students pursuing a radio major fall under the following categories: (1) writing for radio; (2) speaking or acting for radio; (3) the planning and production of radio programs; (4) adapting and performing music for radio; (5) the utilization of radio in the classroom; (6) the management and operation of radio stations; and (7) technical aspects of radio. Because of these diversified interests each student majoring in Radio will be required to plan his curriculum carefully with the Department of Radio.

The course work, laboratories, and extracurricular activities of the Department of Radio are planned with three objectives in mind: to give the student a broad educational background; to provide him with a survey of radio broadcasting; and to offer him an opportunity to explore those phases of radio in which he is most interested.

Certain aptitudes on the part of the student are necessary to his successful pursuit of the Radio major as an undergraduate. An attempt to discover these aptitudes will be made by means of a qualifying examination,

observation of this extracurricular activities in radio during his freshman and sophomore years, and letters of recommendation from former teachers and associates.

Except for Radio 70 - Introduction to Radio - all courses are restricted to majors in Radio and to majors in those departments double-listed with Radio.

The student should apply for entrance to the Department of Radio before the end of his sophomore year.

Requirements for an undergraduate with a major in Radio consist of a minimum of eighteen courses distributed as follows:

Required: Introduction to Radio (70).
At least one course from the following: Speaking and Acting for the Microphone (71); Continuity writing for Radio (72).
At least one course from the following: Radio (42); News writing for Radio (73); Dramatic Script writing for Radio (74); Radio Production (75).
At least two courses from the following: Advanced Script Writing (80); Advanced Dramatic Production (81); Program Planning for Radio (83).
One to three additional courses in radio upon the advice of the Head of the Department of Radio.
Four to seven courses in allied departments of the Division of the Humanities.
Four to seven courses from other divisions to be taken after consultation with the Head of the Department of Radio.

COURSES FOR UNDERGRADUATES

70. INTRODUCTION TO RADIO (Dramatic Art 70) (5).
A survey course covering the organization and operation of stations and networks, participating organizations, the audience, the program, the servicing of programs, and broadcasting to schools. Prerequisite to all courses in radio broadcasting leading to a major in radio.
Fall and spring quarters. Miss Hunter and guest lecturers.

71. SPEAKING AND ACTING FOR THE MICROPHONE (Dramatic Art 71) (5).
Prerequisite, Radio 70.
An introduction to speaking and acting for an aural medium; lectures, discussion, and laboratories.
Three lecture and four laboratory hours a week, fall and winter quarters. Fee for materials, $2.00. Mr. Wynn.

72. CONTINUITY WRITING (Journalism 72) (5). No prerequisite.
A study of the principles and methods of writing for an aural medium; application will be made in the writing of all kinds of continuity except news and dramatic forms.
Winter and spring quarters. Fee for materials, $2.00. Mr. Morrison.

73. NEWS WRITING FOR RADIO (Journalism 73) (5). No prerequisite. A study of the principles of newscasting and the methods involved in editing and writing the news program.
Fall quarter. Fee for materials, $2.00. Mr. Morrison.

74. DRAMATIC SCRIPT WRITING FOR RADIO (Dramatic Art 74) (5). Prerequisite, Radio 70.
A study of all forms of radio dramatic writing including unit and serial drama, dramatic narrative, and documentary drama.
Each quarter. Mr. Schenkkan.

75. RADIO PRODUCTION (Dramatic Art 75) (5). Prerequisite, Radio 70 and 71 or 72.
A study of the principles and methods of direction and production of talk, musical, and simple dramatic programs with emphasis on those basic principles which underlie all radio directing.
Three lecture and four laboratory hours a week, winter and spring quarters. Miss Grills.

42. RADIO (Physics 42) (5). Prerequisite, Physics 55.
Four lecture and three laboratory hours a week, spring quarter. Laboratory fee, $3.00. Dr. Rogers.

80. ADVANCED DRAMATIC SCRIPT WRITING FOR RADIO (5). Prerequisite, Radio 74
A study of more complex forms of radio dramatic writing. Open to seniors only. Spring quarter. Messrs. Wynn and Schenkkan.

81. ADVANCED DRAMATIC PRODUCTION (5). Prerequisite, Radio 75. A study of complex program types with emphasis on advanced methods of dramatic production. Open to seniors only. Three lecture and four laboratory hours a week, winter quarter. Fee for materials, $2.00. Grills.

82. PROGRAM PLANNING FOR RADIO (5). Prerequisite, Radio 80 or 81. An intensive study of programming, traffic, and station problems. Audiences and markets will be analyzed, and the building and promotion of individual programs will be considered. Open to seniors only. Spring quarter. Miss Grills.

PHOTOGRAPHY

PURPOSE NO. 1. The Motion Picture program is not as advanced as it should be, primarily because of the need for additional personnel. Mr. Edward Freed, present sole member of the Motion Picture Division, is preparing two educational motion pictures and one film strip. The first motion picture deals with the importance of milk, the second depicts the grave need for improving our school system in North Carolina; and the film strip is an attempt to improve labor-management relations. These films will be produced by the Communication Center.

Still Photography is highly developed. Slides, slide films, copies, murals, and still photographs, are produced here in the fields of Art, Medi-

cine, Chemistry, Physics, Social Science, Public Health, Library Science, Political Science, and many other fields. They are used for better teaching at the University and in-the-field extension.

PHOTOGRAPHY
PURPOSE NO. 2 Although no motion picture or still photographic research experiments are underway, one proposal has been submitted to foundations for consideration. This project is designed to discover the relative effectiveness of various motion picture and still photographic styles for varying audiences and varying subjects. It will experiment, for example, in black vs. color, animation vs. live action, dialogue vs. narration, long vs. short, dramatic vs. expository, slides vs. film strips, ad infinitum.

PHOTOGRAPHY
PURPOSE NO. 3 Three undergraduate courses in photography are now offered: Elementary Motion Picture Production; Still Photography; and News Photography. These courses form the nucleus for a Department of Motion Pictures under a School of Communication.

GRAPHIC ARTS
PURPOSE NO. 1 The Graphics Division works closely with the Art Department of the University in producing illustrated publications, brochures, slide films, maps, and cartoons for many education fields. It is not yet highly developed enough to concentrate upon a planned course of educational action, again primarily, because of sparse funds.

GRAPHIC ARTS
PURPOSE NO. 2 One course is now offered in Graphic Design: The Design and Production of Posters, Slides, and Slide Films.

UTILIZATION AND DISTRIBUTION PURPOSE NO. 1 — The Utilization and Distribution Division distributes classroom films, slides, recordings, and other audio-visual materials by truck to over 550 schools, colleges, and adult study groups in North Carolina. These materials are exchanged every two weeks.

UTILIZATION AND DISTRIBUTION PURPOSE NO. 2 — The results of those research experiments conducted in other divisions will be put to work by the Utilization and Distribution Division.

UTILIZATION AND DISTRIBUTION PURPOSE NO. 3 — In connection with its distribution system, this Division conducts sixty eight-hour utilization workshops for teachers each year.

All North Carolina public school teachers are now required to take at least one graduate course in audio-visual methods: To supply this need in teacher-training three new graduate courses in audio-visual education have been added to the University's curriculum.

RESEARCH PURPOSE NO. 2 — Besides the research projects mentioned under other divisions, all of which are conducted by the Research Division, one master experiment involving the sociological implications of Radio, Motion Pictures, and the Newspaper has been designed and submitted to foundations. This experiment will seek to discover the relative effectiveness of each mass medium in influencing people to action. (See Enclosure D)

RESEARCH PURPOSE NO. 3 — One graduate seminar in Communication Research is offered by the Department of Sociology of the University.

NEEDS TO FULLY REALIZE PURPOSES

Yes, the Communication Center has made reliable progress toward realizing its major purposes. But it has far to go. And it must get there quickly if it is to make its contribution at a crucial time. To fully realize its major purposes, the Communication Center needs:

In Radio:

1. A system of state-wide educational broadcasting. (The Governor of North Carolina has appointed a Committee to survey the need for and advisability of setting up such a network. Through this network, programs produced by the Communication Center would reach into every radio home in North Carolina. Transmitter sites and FM radio equipment could later be used for television.

2. Twelve new people in radio education, music, directing, writing, programming and management.

In Motion Pictures

1. Complete laboratory equipment.

2. Ten new people in motion picture directing, writing, music, sound, design, camera, and laboratory work.

In Still Photography

Five new people, photographers and laboratory specialists.

In Utilization and Distribution

Eight new people in communication-use education and distribution.

In Graphic Arts

Three new people in design, layout, writing, and execution.

In Research and Experimentation

1. Television and facsimile experimental equipment to test the use of these tools for education.

2. Eight new people in research education and administration, and in television and facsimile writing and production.

In Advising and Planning

1. A Citizens' Council composed of prominent educators and citizens in North Carolina to assist and guide in the planning

of program emphasis. This Council, as a democratic body, acquainted with state and regional educational needs, would give guidance in the choice of areas of information to be communicated, thus putting authority where it belongs, with the people!

HOW MIGHT THE COMMUNICATION CENTER SERVE UNESCO?

REGIONAL MODEL — The purposes of the Communication Center and those of UNESCO are closely allied so far as the use of the mass media are concerned. What UNESCO plans to do internationally the Communication Center is either doing or plans to do regionally. The Communication Center could and would serve as a regional model, or a "trial balloon," so to speak, for UNESCO.

PRODUCTION — For its "World University" and its personnel exchange program UNESCO plans the use of regional radio programs, motion pictures, and other media materials. Communication Center regional programs could and would be made available to UNESCO. Other regional radio programs, films, and materials could be produced by the Communication Center for UNESCO.

RESEARCH RESULTS — The results of Communication Center research experiments in all media of mass and educational communication could and would be made available to UNESCO.

EXCHANGE FELLOWSHIPS — To fill the need in war-torn countries for trained men and women in radio and motion picture techniques, UNESCO plans to set up fellowships for the instruction of qualified men and

women from those countries. The Communication Center could provide complete instruction in radio now and in motion pictures within two years.

PLACE OF MEETING To explore these and further possible services of the Communication Center to UNESCO, the National Commission on UNESCO is invited to hold its next or a future meeting at the Communication Center in Chapel Hill.

Enclosure D.

PROJECT PROPOSAL IN COMMUNICATION (Radio and Television)
Submitted by Communication Center, Univ. of North Carolina

I. Projects: Objectives

PROJECT #1 (First Year)

Objectives: To discover the most effective methods of presentation as teaching tools within each of the following media of communication: (a) Radio (recording); and (b) Television (part).

PROJECT #2 (Second Year)

Objectives: To discover the most effective methods of presentation as teaching tools within each of the following media of communication: (a) Slides and Film Strips; (b) Graphics: maps, charts, posters, schematics, models, etc.; and (c) Television (part).

To correlate the work of Penn State College in Motion Pictures with this project.

II. Nature of Project #1*

A. This project will be limited to the study of all useful forms of presentation within the following communication media only: Radio and Television.

B. The various forms of presentation within these media are:
   1. Voice: Lecture only. For establishing a control norm.
   2. Radio:
      a. Interview
      b. Roundtable
      c. Story-dramatic
      d. Narrative-dramatic
   3. Television: Scripts involving use of narrator, radio techniques, and motion picture techniques in combination. +

C. A short course of instruction (five 50-minute sessions in length) will be devised to cover one phase of some general field of study.

D. This course will serve as the basis for the research project:
   1. The facts of the course will remain constant.
   2. The methods of presenting these facts will change from one presentation form to another, but the order of their presentation will remain the same.

---

*Project #1 is outlined in detail here. Project #2 will follow the same detailed experimental procedure.

+The University of North Carolina will provide scripts only; The Human Engineering Section of the Special Devices Center will conduct the experiment.

3. Each 50-minute session of the course will consist of fifteen minutes of lecture, explanation, clarification, and the like: twenty-five minutes of one presentation form or another within each medium; and ten minutes of testing.
4. A test covering all five sessions will be administered at the close of the fifth session.

E. In order to eliminate as many variables as possible and in order to establish results, the project experiment will be conducted according to the following pattern:

1. The course will be taught identically three times for each form of presentation.

2. All courses for each medium will be taught simultaneously. In radio, for example, there will be the following courses running at the same time: three identical courses using interview-presentation form; three identical courses using roundtable presentation form; three identical courses using story-dramatic presentation form; and three identical courses using narrative-dramatic presentation form. This makes twelve courses running simultaneously.

Radio

L	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
M	In	In	In	RT	RT	RT	SD	SD	SD	ND	ND	ND
T	In	In	In	RT	RT	RT	SD	SD	SD	ND	ND	ND
W	In	In	In	RT	RT	RT	SD	SD	SD	ND	ND	ND
Th	In	In	In	RT	RT	RT	SD	SD	SD	ND	ND	ND
F	In	In	In	RT	RT	RT	SD	SD	SD	ND	ND	ND

Legend:

L --Lecture	RT --Roundtable
C --Classroom	SD --Story-Dramatic
In--Interview	ND --Narrative-Dramatic

3. Twelve instructors will be needed for the experiment. They will be selected to be as nearly identical as possible in personality, appearance, voice, and teaching techniques. Additional training for instructors will be provided if necessary.
(In order to minimize individual teacher differences, a motion picture of one instructor is being considered for use in all classes in place of the twelve instructors described above.)

4. Each class will consist of twenty-four students selected as follows:
   a. Graduating I.Q.s
   b. I.Q.s equally distributed throughout class.
   c. Graduating age limits: 18 through 25.
   d. Ages equally distributed throughout class.
   e. Equal numbers of men and women,

5. A total of 362 students will be required for the experiment: 72 for voice; 288 for radio.

6. All classrooms will be as nearly identical as possible.

F. Project #1 could be completed in 52 weeks (See Timing below).

G. Testing, correlation, and tabulation of the class-teaching results in the various forms of media presentation should reveal the most effective method of presentation for each medium.

III. Areas of Responsibility

A. Institute for Research in Social Science:
1. Overseeing of experimental research.
2. Testing, correlation, tabulation, results.

B. Testing Bureau:
1. Devising and administering of tests for choice of instructors.
2. Devising and administering of tests for choice of students.

C. Communication Center:
1. Coordination of project.
2. Production of all media presentation forms.
3. Writing of television materials for use by the Human Engineering Section of the Special Devices Center at Sands Point.

D. Human Engineering Section, Special Devices Center, Research Division, U. S. Navy.
1. Financing of the project.
2. Conducting of the television portion of the research experiment at Sands Point.

IV. Timing:

A. Weeks of 1-7
1. Setting up project.
2. Hiring personnel.
3. Organization of project.

B. Weeks of 8-40
1. Organization of course of instruction.
2. Training of instructors.
3. Selection of class personnel.
4. Production of media presentation forms.
5. Devising of tests.
6. Preparation of classrooms.

C. Week 41: Voice (Lecture only). Establishing norm.

D. Week 42: Radio Presentation Media.

E. Weeks 43-52: Final testing, correlation, and tabulation.

MC 21
~~DHEW~~
~~RDC~~
~~HE~~
~~DWHB~~

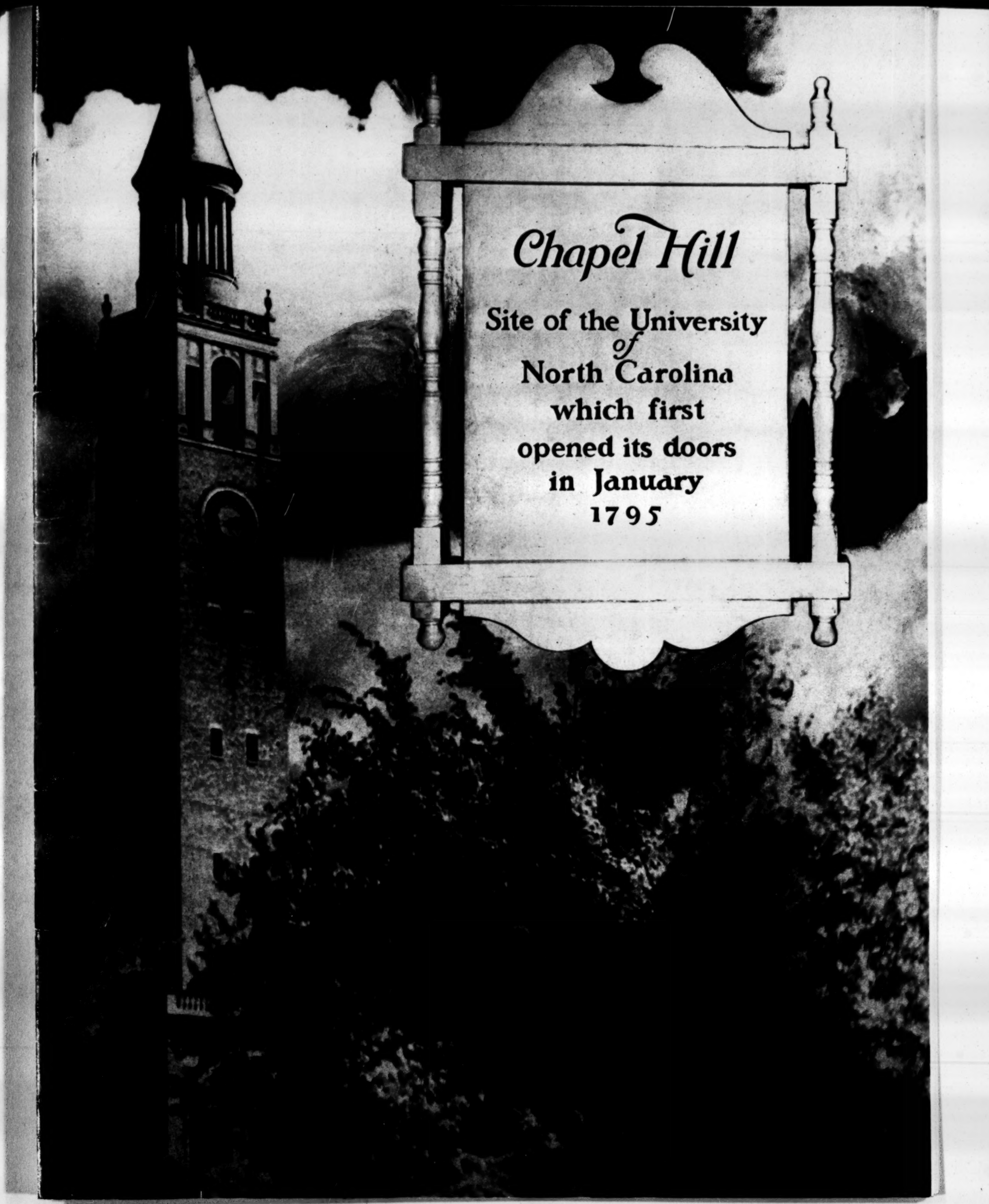
APR - 2 1948

THE MOREHEAD BUILDING

UNIVERSITY OF NORTH CAROLINA

THE MOREHEAD BUILDING
UNIVERSITY OF NORTH CAROLINA

The Morehead-Patterson Memorial Bell Tower rises heavenward on the horizon of Chapel Hill symbolizing the Faith and the Hope of the University of North Carolina. . . . A gift of John Motley Morehead, of the class of 1891, and Rufus Lenoir Patterson, of the class of 1893, the Bell Tower is one of the first pictures that come to mind whenever a North Carolinian hears the words "Chapel Hill."


Chapel Hill
Site of the University
of
North Carolina
which first
opened its doors
in January
1795

JOHN MOTLEY MOREHEAD

CLASS OF 1891

"Few North Carolinians ever lived such a distinguished and worthwhile life. . . . And no North Carolinian ever loved his State and his University more. . . ."

JOHN MOTLEY MOREHEAD . . . BUILDER

John Motley Morehead is a name that has been distinguished for more than a century in North Carolina. . . . The first John Motley Morehead was twice Governor of North Carolina, in 1840 and 1842, and his extensive and lasting contributions to railroad building, internal improvements, and education, won for him the title of "Builder of modern North Carolina." . . . Governor Morehead's pioneer vision wrought the North Carolina railroad and his ingenuity brought the railroad on throughout the length of the State—from Morehead on the coast to Murphy in the mountains. The town of Morehead is named for the Governor.

The Moreheads are direct descendants of Charles Morehead who settled on Kent Island in Chesapeake Bay in 1630 and their ancestry can be traced to the famed Muirhead Clan in Scotland. . . . The mother of James Watt, who invented the steam engine, was Agnes Muirhead, a member of the clan from which John Motley Morehead descends.

Four generations of the Morehead family have attended the University of North Carolina, and the present John Motley Morehead was the 12th to graduate. His class was 1891.

John Motley Morehead of the twentieth century also has earned the title of "Builder." . . . Nationally known, with his father, the late Major James Turner Morehead, as originator of acetylene gas, he laid the foundation of the great carbide industry which played a part in radio, and in atomic bomb discoveries and perfection. . . .

Mr. Morehead, and Governor Cherry, at the February 12, 1946 meeting of the University Board of Trustees when he announced The John Motley Morehead Foundation, his scholarship plan, and his gift to the University of The Morehead Building and Planetarium.

Builder . . . Chemist . . . Engineer . . . Inventor . . . Industrialist . . . Diplomat . . . Financier . . . Philanthropist . . . Mr. Morehead's achievements and distinctions are so well-known that it is unnecessary to recount them here. . . . Few North Carolinians ever lived such a distinguished and worthwhile life. . . . And no North Carolinian ever loved his State and his University more.

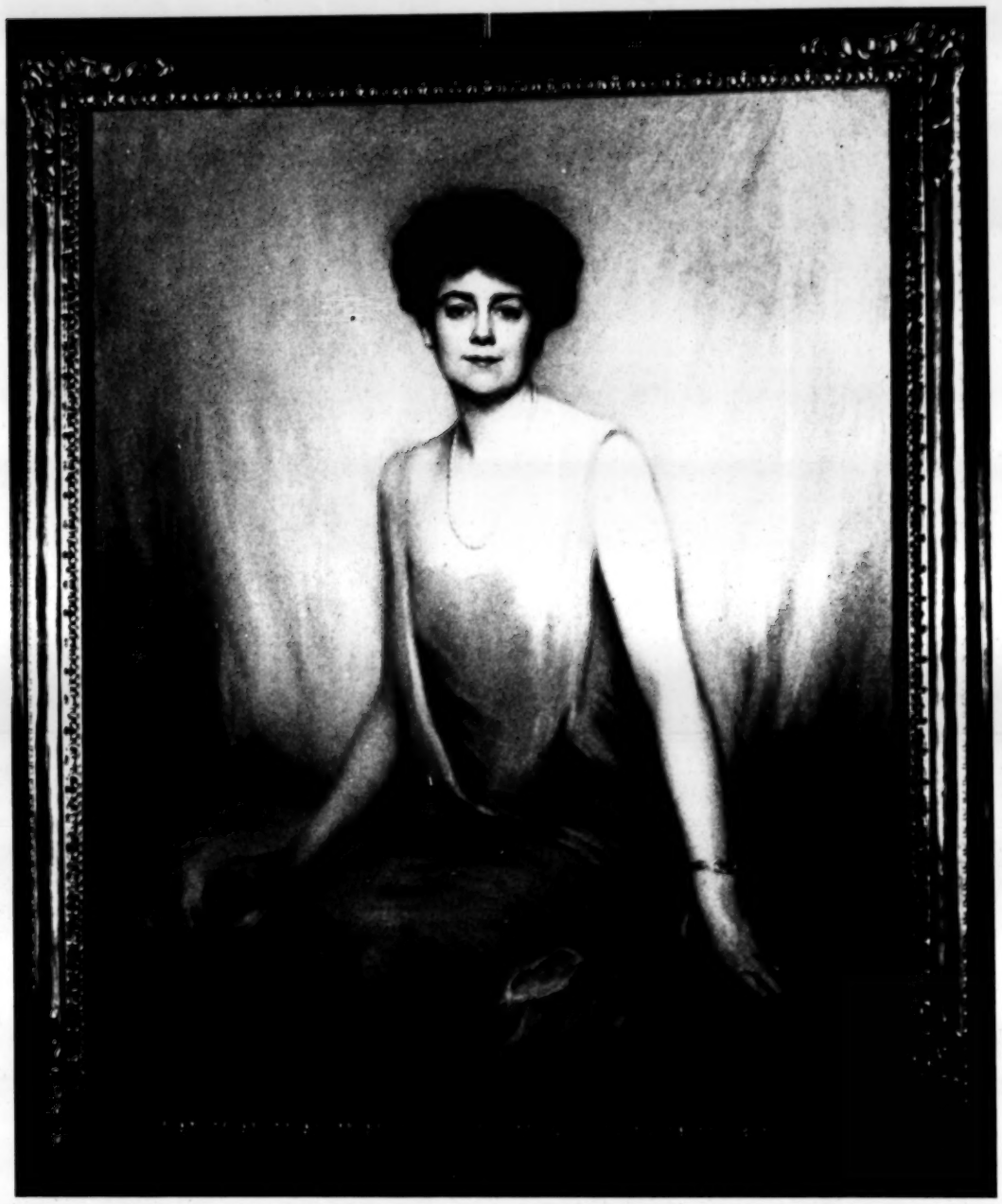
On February 12, 1946, Mr. Morehead came before the University Board of Trustees in the State Capitol and described his plans of the gift, to the University, of The Morehead Building and Planetarium, and the establishment of The John Motley Morehead Foundation, with its far-reaching provisions for endowed scholarships modelled somewhat after the Cecil Rhodes Scholarships at Oxford.

"I have lived in four States and (as Minister to Sweden), in one foreign country," Mr. Morehead told the University Trustees, "but always my heart and deepest interests have been in North Carolina, where my forebears lived before North Carolina was a state. . . . "

In the trust indenture of The John Motley Morehead Foundation, Mr. Morehead says in part: "It is my ardent desire to perpetuate as far as possible the great service which the University has rendered to the State of North Carolina, the South, and the Nation, and I can think of no better way of extending its influence and increasing its prestige than by enabling youth of character and ability to become students thereat. . . .

"I have selected the education of our most promising youth as an objective of this trust in the belief that the most important investment that can be made for a people is that which is made in the education and training, as leaders, of those who have been endowed by their Creator with a capacity for leadership. . . . "

The Trustees of The John Motley Morehead Foundation are Mr. Morehead, his cousin, John L. Morehead of Charlotte, and Norman A. Cocke of Charlotte.



GENEVIEVE B. MOREHEAD

The magnificent rotunda gallery in The Morehead Building has been designated "The Genevieve B. Morehead Art Gallery" in memory of the late wife of Mr. Morehead. . . . Her valuable collection of sixteen paintings will be hung in the rotunda gallery.

THE MOREHEAD BUILDING

John Motley Morehead is a man of universal interests. . . . "An educated man," he says, "is a man who knows *everything* about something and *something* about everything. . . . He envisions a *university* as a place where the *universe* is studied. . . . History, philosophy, law, economics, art, music and the classics, of course—but all of the natural sciences as well."

In planning the Morehead Building, Mr. Morehead wanted it to be more than a gallery for Mrs. Morehead's collection of pictures and objects of art. . . . He wanted to include in the building something calculated to arouse the scientific curiosity of North Carolinians and to stimulate the pursuit of scientific studies—perhaps, an astronomical observatory to interest our people in the cosmos.

Dr. Harlow Shapley, Director of The Harvard Astronomical Observatory, urged Mr. Morehead to build a planetarium rather than an observatory. . . . An observatory would serve only a limited few North Carolinians, Shapley argued, but a planetarium will heighten cosmic interest among thousands—adults and children, too. . . . "And your State needs *cosmic awakening,*" Shapley concluded. "North Carolinians are the most astronomically ignorant people in all America."

"Amend your statement, Dr. Shapley," Mr. Morehead retorted, "to read: *'of all the people in America, North Carolinians are the most ignorant of astronomical matters,'* and we'll build the planetarium!"

The statement was amended. . . . And work on the planetarium plans began immediately.

Mr. Morehead has observed, as have many students of our American universities, that no college or university has ever become great *solely* on tuition payments by its students and legislative appropriations. . . . He has advocated always that our great universities get those things that make them *great universities* from private benefactors. . . . Consequently, he shares the conviction that private benefactors should give universities the things that legislatures will never provide. . . .

Some facetious faculty folk decried Mr. Morehead's gift of a planetarium to the University and inquired, *"Why, Mr. Morehead, do you give us a silk hat, when we need patches on the threadbare seats of our trousers?"* Mr. Morehead's reply was characteristic of his good sense of humor and the humor of his good sense. . . . He said, *"Some day you will grow up and the silk hat will fit you. . . . In the meantime, the Legislature may cover your bare necessities; but the Legislature never will give you a 'silk hat'."*

AN ARCHITECTURAL MASTERPIECE

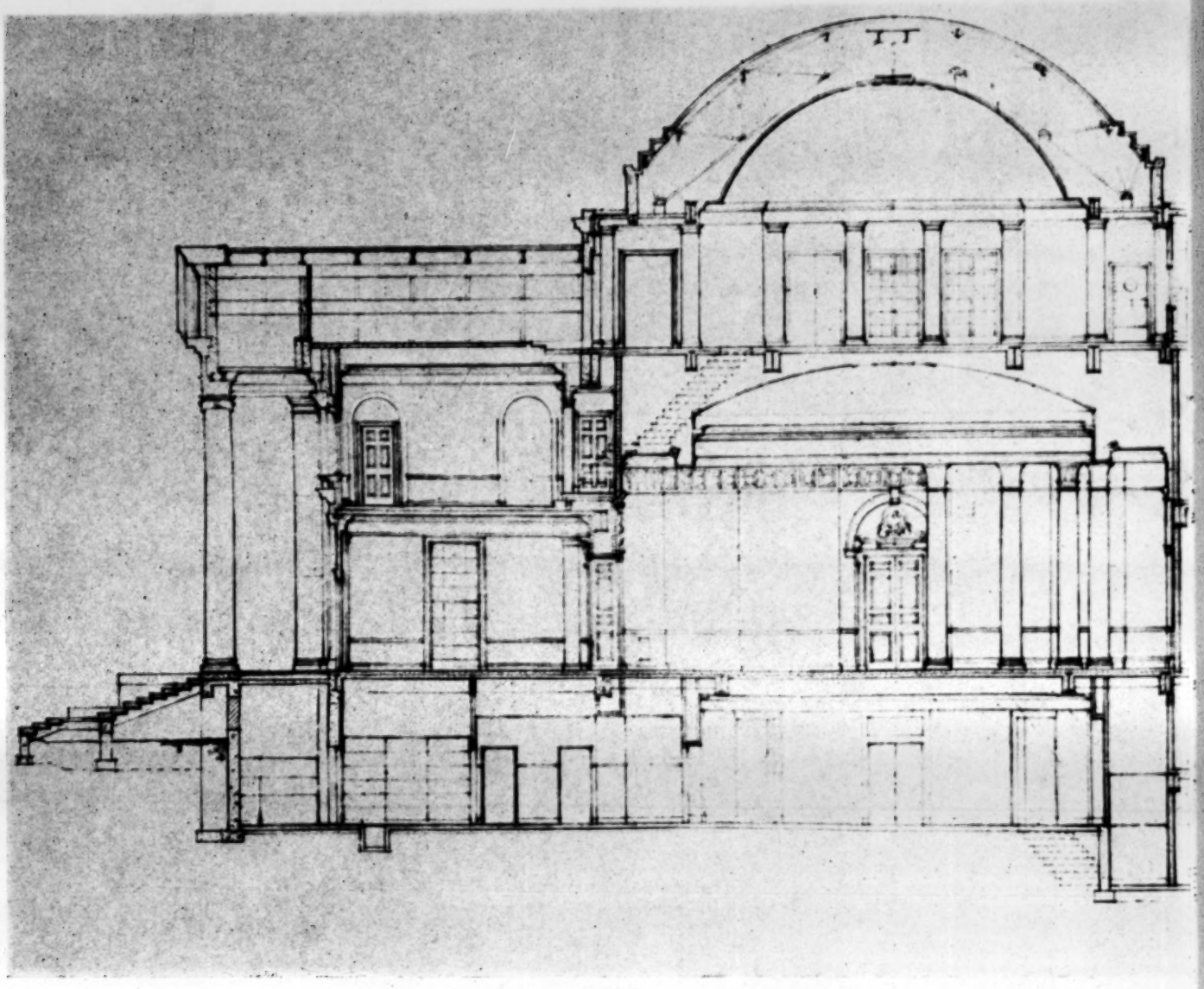
The Morehead Building was designed by the firm of Eggers and Higgins of New York, architects for the Jefferson Memorial, the Mellon Art Gallery, and the National Archives Building in Washington, the Payne-Whitney Gymnasium at Yale University, the Elgin Galleries of the British Museum in London, and the American Battle Monument at Mounte Faucon, France, and many other notable buildings.

Arthur C. Nash of Washington, consultant architect for the University has called the building "an architectural masterpiece." Mr. Nash predicts that "the architectural excellence of the bulding will have lasting values for students of architecture and design. . . . "

The building site, chosen by Mr. Morehead because it was a part of the University campus in his student days, lies some yards back of the rear line of Graham Memorial and the Alumni Building, toward the Arboretum. . . . The columned portico faces Hill Music Hall across the old campus to the west. . . .

The Morehead Building might be called "three buildings in one." The vast entrance foyer and the rotunda gallery, where the Morehead collection of paintings will hang, constitute a good-sized building. Exhibit rooms, classrooms, Foundation offices and the beautiful oak panel dining room for official University entertaining equal a large building; and the Planetarium is "a building within a building."

THE MOREHEAD BUILDING
UNIVERSITY of NORTH CAROLINA
BIGGERS & HIGGINS — ARCHITECTS



PORTICO

UPPER FOYER
ENTRANCE
VAULT

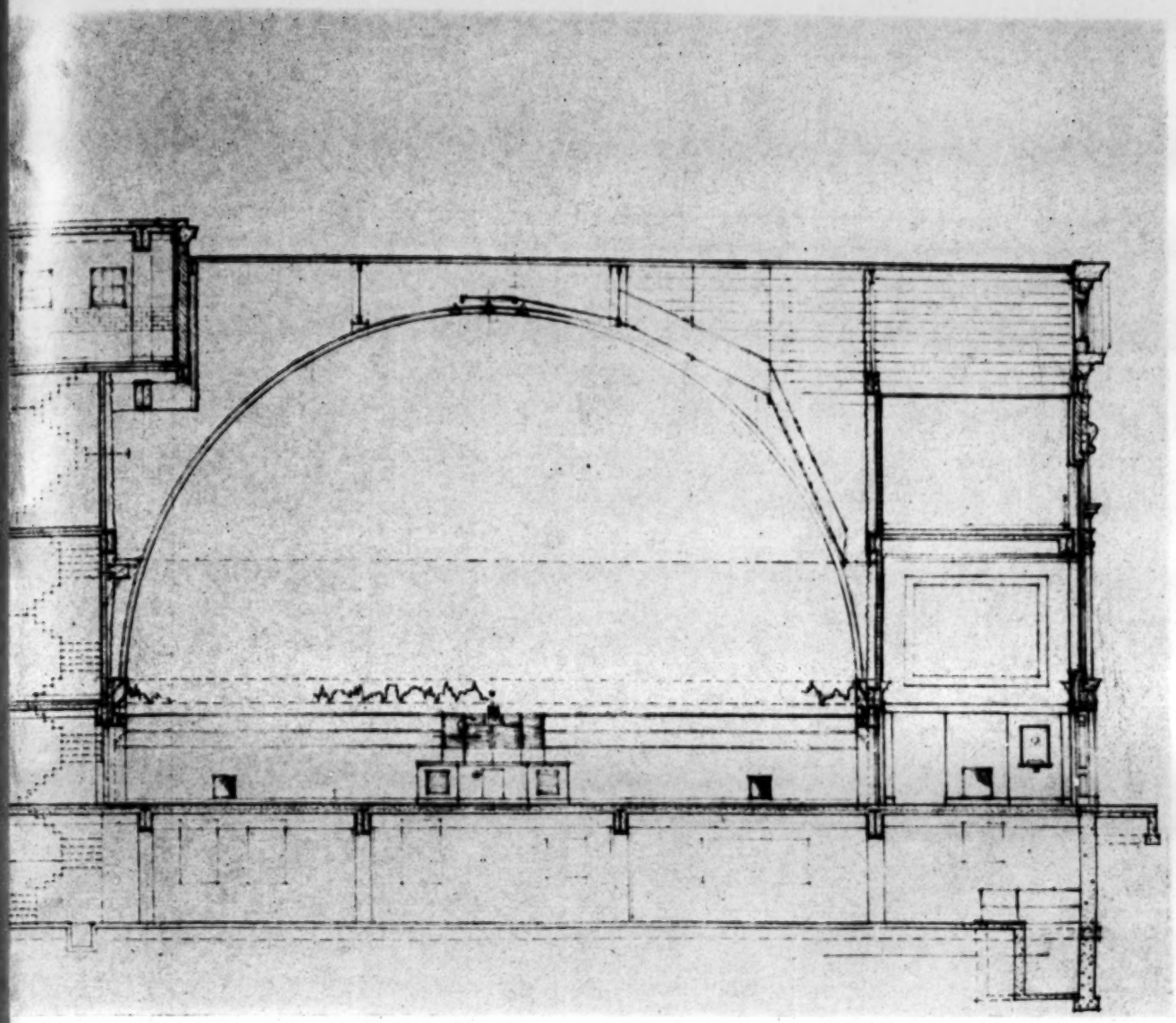
PANELLED DINING ROOM
ROTUNDA ART GALLERY
EXHIBITION HALL

KITCHEN
STAIRS

The J. A. Jones Construction Company, of Charlotte, is the contractor erecting the structure.

Approaching The Morehead Building from the front (see center spread) one gets the erroneous impression that the dome of the center section, (rotunda art gallery and dining room above) is the dome of the Planetarium. . . .

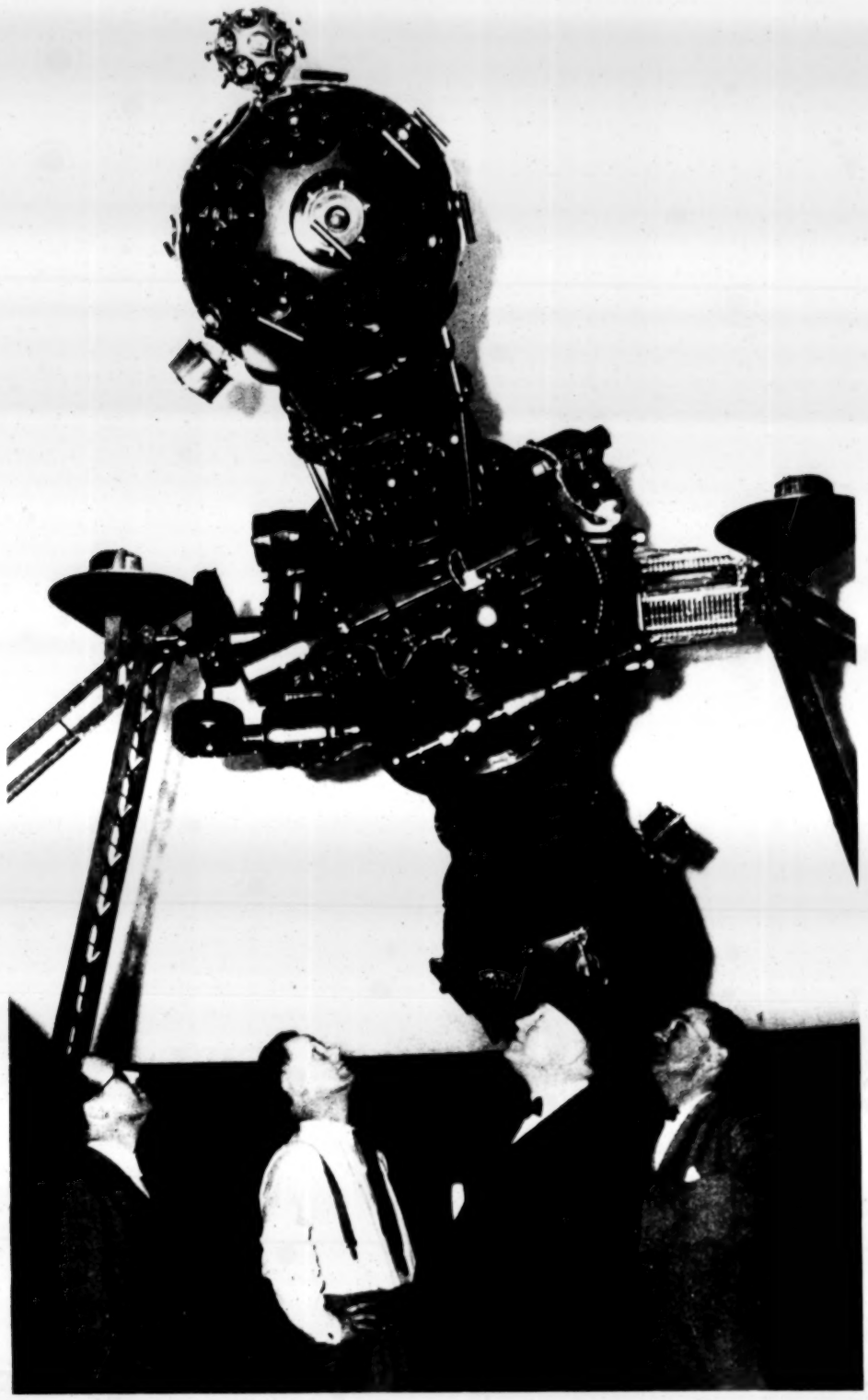
The Genevieve B. Morehead Memorial Art Gallery on the main floor is a beautiful rotunda gallery providing a magnificent setting for



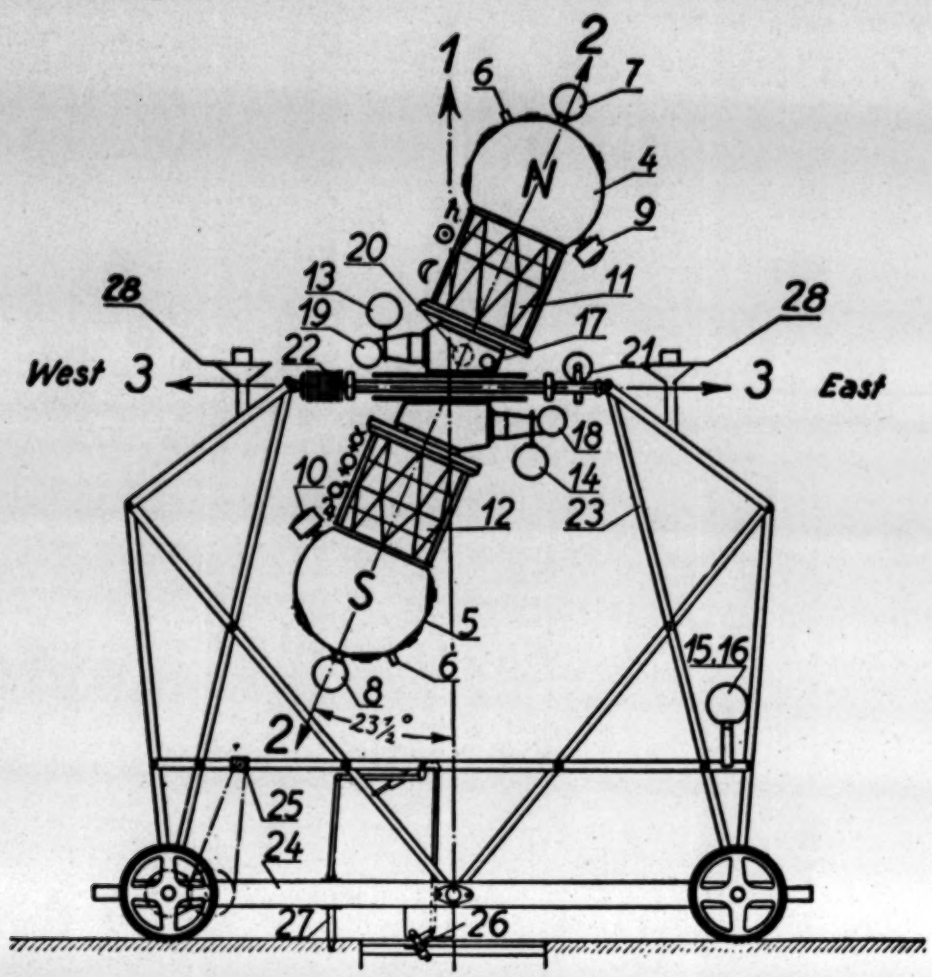
PLANETARIUM DOME
INSTRUMENT PROJECTS 9,000 STARS ON DOME
EQUIPMENT BASEMENT

the Morehead collection of pictures, including the Rembrandt Peale portraits of George and Martha Washington. . . .

As shown on the cross-section skeleton above, the hemispherical dome of the circular Planetarium theatre is not visible from the exterior of the building. This dome is 46 feet high in the center. . . . The theatre is 68 feet in diameter and seats 500 people. . . . The building is completely air-conditioned. . . . The planetarium projector is a Zeiss and is exactly like the instruments in the Hayden Planetarium in New York and the Alder Planetarium in Chicago. . . .



The picture above shows the famous Zeiss planetarium instrument being examined in Sweden, in September, 1917, by Messrs. John Motley Morehead (second from the right) and his cousin, John L. Morehead (on extreme right) just before the instrument was purchased for shipment to Chapel Hill. . . . It is a composite stereopticon with many projectors throwing images on the interior surface of a great hemispherical dome. . . . It is a very complex instrument for it reproduces the intricate phenomena of the heavens. . . . It shows the naked-eye stars (9,000 of them) the sun, moon and planets, all in their proper places for any instant of any year of any century for any terrestrial position. . . .



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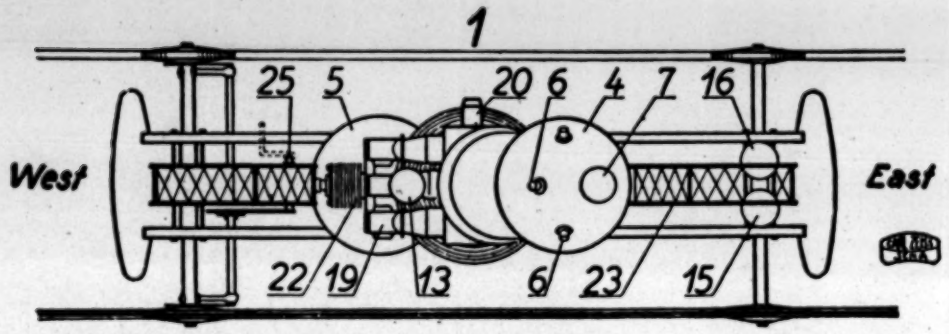


A high order of optical technique, mechanical genius, and astronomical knowledge are merged in the design of the Planetarium instrument. . . . This diagram will help the layman understand it. . . .

1-1—Polar Axis. 2-2—Axis of the ecliptic. 3-3—Horizontal axis extending east and west. The whole projection apparatus may be rotated about this axis, producing the changing aspect of the sky consequent on change of latitude. N, S—Two globes, star projector carriers, on which the 32 projectors for the stars are mounted (4, 5, etc.) N primarily for the northern sky, S for the southern. 6, 6—Projectors for the Magellanic Clouds, Sirius, and typical variable stars. 7, 8—Globes which carry 30 projectors for constellation names. 9, 10—Drum projectors for the Milky Way. 11—Cylindrical frame section containing movable projectors for Saturn, Sun, Moon, Gegenschein, and Zodiacal Light. 12—Cylindrical frame section for Mercury, Venus, Mars, and Jupiter. 13, 14—Two globes, each carrying six projectors to throw the equator, ecliptic, sections of numbered hour circles, and arrows to indicate the poles of rotation. 15, 16—Two globes each carrying two projectors to throw the meridian in the sky. 17—Projector to designate the year. 18—Two motors to drive the instrument about the axis (1-1) for diurnal motion. Used singly they give a day in $1^m\ 4^s$ or $3^m\ 12^s$. 19—Three motors for the annual motion, or more properly speaking, the motion of the Sun, Moon, and Planets among the stars. Singly the motors give the year in $5^s.8$, 61^s, and $3^m\ 3^s$. 20—Motor to drive the instrument about axis (2-2) to produce the precessional motion, the 25,800-year precessional cycle in $1^m\ 16^s$. 21—Motor to rotate the instrument about the axis (3-3) for change of terrestrial latitude, period $5^m\ 8^s$. 22—Commutators to transfer circuits from the fixed frame to the movable parts. 23—Fixed frame or pedestal built of thin, steel bars, care being taken to obstruct as little light as possible. 24—The carriage. The whole instrument can be rolled along a track from its central station under the dome by the crank and gears at (25). 26—Conduit for electric wires from the instrument to the control desk. One lever engages with one movement the blades for all circuits. 27—Bolt to define the position of the instrument for use. Only when the instrument is in place for this bolt to be shot can the circuit contacts be made at (26). 28—Lamps which throw light upward for the general illumination of the chamber. They are shielded so that no light comes directly into the eyes of the audience. By rheostats these are dimmed or brightened for dusk or dawn, night or day.

THE UNIVERSE AND THE UNIVERSITY

The planetarium has been the subject of praise by scientists and educators. . . . It has been characterized as "a schoolroom under the vault of heaven" and as "a drama with the celestial bodies as actors."

Throughout the world there are countless museums of art, where masterpieces from the brush, the chisel, the potter's wheel, or the loom bear testimony to man's age-long quest of beauty, in form or color or texture.

Few, however, are museums that record man's intellectual awakening expressed in the development of his power to reason. And fewer still are museums of the physical sciences. . . . Such museums could be powerful complements to our libraries, our treasure-houses of knowledge.

If the phenomena and laws of the universe are presented dramatically in such a way as to achieve general understanding the process and progress of learning can be accelerated.

It should be the aim of every university to present the sciences with this end in view. Instructive exhibits in the natural sciences are easy to achieve. It has been more difficult with the physical sciences. It has been especially complicated to illustrate the phenomena and laws of those sciences which walk hand in hand with mathematics.

The planetarium affords means for illustration of a great variety of astronomical phenomena, too many to present in a single lecture.

The five existing planetariums in America follow a pattern with "shows" rotating monthly on a wide variety of subjects:

January—Winter Constellations.
February—Time and Place.
March—The Calendar.
April—The Moon and Its Motions; Eclipses.
May—The Way of the Planets.
June—The Midnight Sun; the Heavens at the North Pole.
July—Summer Constellations.
August—The Southern Sky; the Southern Cross.
September—The Great Precessional Cycle.
October—The Seasons; the Annual Journey of the Sun.
November—Objects of Special Interest in the Sky.
December—Architecture of the Heavens.

The Morehead Planetarium will follow the educational plan of the existing planetariums. All performances will be on a high standard of scientific competence; but dramatic and spectacular presentations will be used to heighten lay interest.

In the years ahead thousands and thousands of people will come to Chapel Hill, visit the Morehead Planetarium, lift up their eyes to the Heavens and spend an hour in the noblest aspiration of man's mind: the understanding of the Universe. Indeed an endless stream of visitors will be grateful to John Motley Morehead and will join with the psalmist in his prayer, chosen by Mr. Morehead to adorn the wall above the entrance door to the Planetarium:

"The Heavens declare the glory of God and the firmament sheweth His handywork."

THE DREAMER MAN

1

In mire and murk of seas and rain
And sightless slime a million timeless years
Man crawled his way
Till in a darkened hour his miracle was sprung—
—The first himself—
A starbeam out of heaven fell
And flickered on his brow
To wake him where he slept.
Then liberation came,
And slothful eyes were raised to see
The tiny bright intruder from on high.
And in the seeing, wonder grew,
And wild amazement, worship, awe.
And prayer was born—
Stiff awkward prayer that breaks from those dumb lips
And spills the vocables out flying
Through the enclosing soundless universe!

2

He rises to reach, and reaching rises
And thus begins his fate, his destiny and dream—
The upward climb, the outward grasp
And following feet to where the vision leads.
And now the bright and calling summons in the sky,
The truth writ clear which he must know—
In starry globules, whirling orbs of light,
And myriad frozen stars and floods of cosmic fire,
Vast worlds that flame and flare and burst and die
In effulgent glory and splendor illimited.
And faith is born,
A living faith forevermore,
In that eternal Being in whose mind all beings are,
And all things alike whose essence is.—
—The dreamer dreamless while he slept
Awoke in waking to his dream.

Written by Paul Green for the Cornerstone Ceremony of The Morehead Building.

A Message from Dr. Harlow Shapley

Director of Harvard University Astronomical Observatory

I am sure that I am speaking for astronomers, and for many other scientists as well, when I say how delighted I am that the University of North Carolina will have a planetarium as a part of the new Morehead Building on the campus. There are several reasons why this is an important step in science and education.

In the first place the University is acting as a pioneer for the English speaking world in the establishment of a planetarium as a part of the educational plant. The other great planetaria in America are organically separate from institutions of higher learning. They are associated with museums, or are entirely isolated.

The Morehead Planetarium can assist directly in science instruction; and merely through its availability on the campus it will bring the elements of modern cosmogony to the whole student body and faculty. In these times of heavy materialism the planetarium is an important antidote, for students and public, since it brings into clearer perspective the place of man and his cramped earth in the overall scheme of the universe.

The presence of a planetarium in the Morehead Building will encourage, I hope, the building up of the kind of exhibits that will reinforce the messages of the stars and galaxies. I have in mind, for

instance, exhibits of the stuff the universe is made of (samples of common and uncommon chemical elements); exhibits of meteorites and minerals; exhibits to illustrate the nature of radiation from the cosmic rays at one end of the spectrum, through X-rays, visible light, heat radiation, to the electromagnetic waves of the radio and of lightning.

It is my dream that sometime a planetarium, with the stars turned on, and slowly moving, will be used as an ideal locale for fine concerts of chamber music. The light of the stars and the sounds of instruments interpreting great musical themes can contribute to spiritual growth as few books or orations can contribute. Perhaps the Morehead Planetarium in this respect will also be the pioneer.

Finally, I record my conviction that the planetarium, in its beautiful and artistic setting, can encourage the growth in our southern states of astronomical and astrophysical studies and research. The inspiring contacts it will provide with the extra-terrestrial world should incite the citizens of the State, and especially those to whom is entrusted the advancement of higher knowledge, to proceed to leading directly in the national program of enlarging our astronomical knowledge.

It is my hope, you will remember, that before long a research observatory, perhaps under the joint auspices of several universities, can be built in the favorable neighborhood of Chapel Hill. The South needs the scientific leadership that such an institution could help provide. The planetarium and its exhibits serve to distribute publicly our accumulated knowledge. Observatories and research lab-

oratories create the knowledge, and show how it can be used for the material and spiritual benefit of mankind.

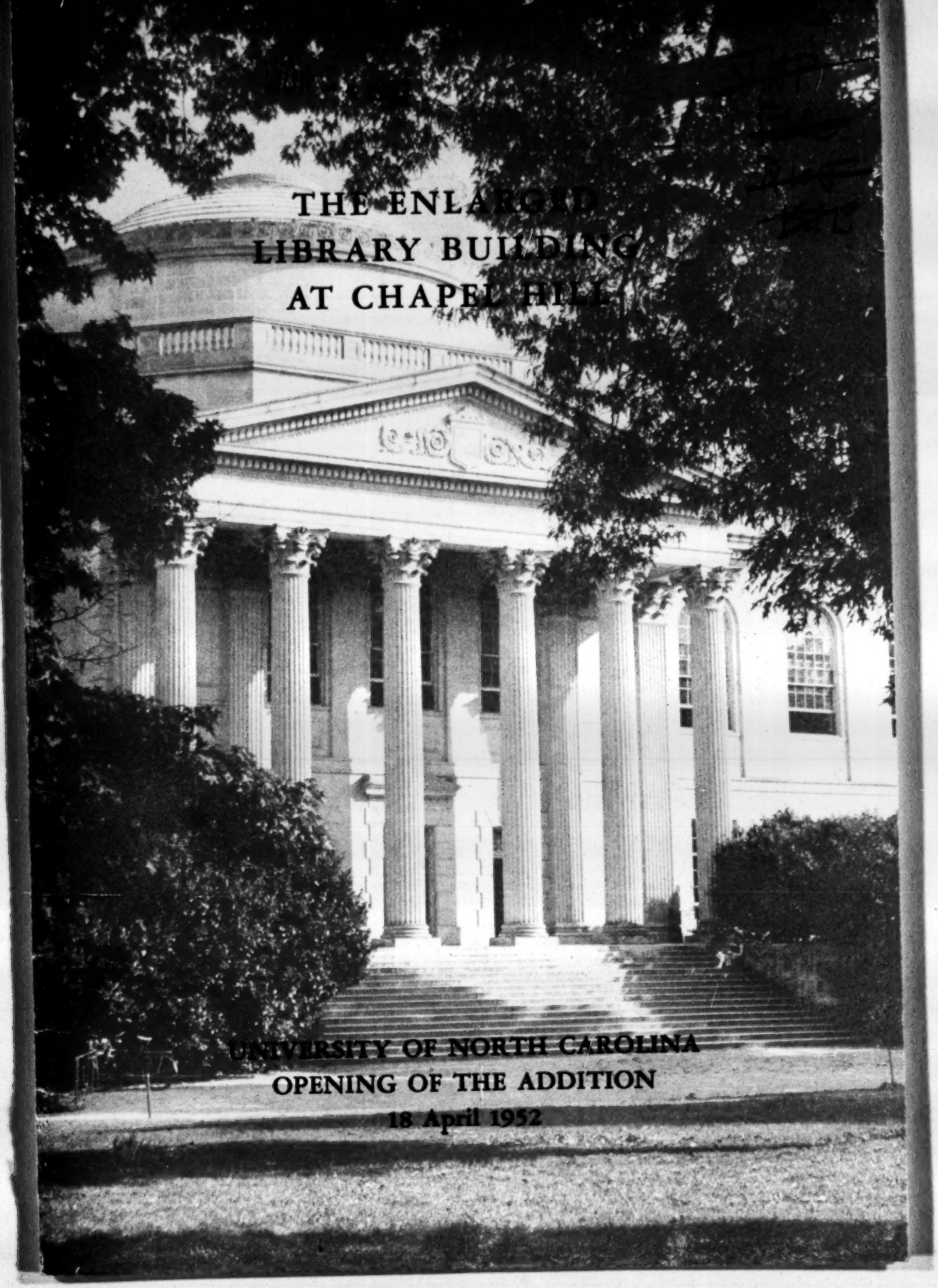
Please extend my personal congratulations to Mr. Morehead, to President Graham, and to all the folk whose vision and work brought about this happy collaboration with the stars.

THE HEAVENS DECLARE

THE GLORY OF GOD

AND THE FIRMAMENT

SHEWETH HIS HANDYWORK



UNIVERSITY OF NORTH CAROLINA

OPENING OF THE ADDITION

18 April 1952

PROGRAM COMMEMORATING THE OPENING OF THE LIBRARY ADDITION

CONVOCATION — 11:00 A.M. — MEMORIAL HALL

Organ Prelude . . . . . William O. Headlee
Presiding . . . . . Chancellor Robert B. House
Invocation . . . . . George B. Cutten
Libraries as Resources . . . . . Governor W. Kerr Scott
Professional Greetings . . . . . Robert B. Downs
Student Response . . . . . Henry Bowers
Dedicatory Gifts . . . . . Charles E. Rush
Address . . . . . Howard Mumford Jones
"The Library in Higher Education
Its Importance and Support"
Benediction . . . . . George B. Cutten

SYMPOSIUM — 2:30 P.M. — LIBRARY ASSEMBLY ROOM

Presiding . . . . . Louis R. Wilson
Subject—"Impact of Instruction and Research upon the Library Resources and Services Required to Meet It"
The Impact of Instruction . . Vice-President Logan Wilson
The Impact of Research . . . . . Robert B. Downs*
Resources Required . . . . . Carl M. White*
Services Required . . . . . Herman Fussler*
Discussion led by Jack Dalton*, William H. Jesse*, Guy R. Lyle* and Benjamin E. Powell*

* Librarians of Illinois, Columbia, Chicago, Virginia, Tennessee, Louisiana and Duke

RECEPTION AND TEA — 4:00 P.M. — ASSEMBLY ROOM

Followed by open house
inspection of the Library

Lest We Forget The Cornerstones

The Library of the University of North Carolina opened its doors simultaneously with those of the University in 1795. In fact, some of its foundation gifts antedated the completion of the first building. Among the first donors were William Richardson Davie, Richard Bennehan, Joseph Blount Hill, Joseph Gautier, James Reid, Abraham Hodge and the Reverend James Hall. These presentations, together with the collections of the Dialectic and Philanthropic Societies established in 1796, composed the Library during its early years. Two notable acquisitions prior to the Civil War included a collection of 979 volumes purchased in Europe by President Joseph Caldwell in 1824-25, and the private library (1,897 volumes) of the late Professor Elisha Mitchell acquired in 1858.

The first building constructed for library purposes was Smith Hall, built in 1850 and named for Governor Benjamin Smith, one of the first great benefactors of higher education in North Carolina. In 1886 the libraries of the two literary societies were shelved with the Library's collection. The combined holdings were then 22,500 volumes. Smith Hall is now occupied by the Carolina Playmakers.

The University's emphasis early in 1900 on advanced study and research, including the establishment of the Graduate School in 1904, created heavy demands for research materials in the Library, as well as further expansion of its housing. With the aid of a grant from Andrew Carnegie of $55,000, and an endowment of the same amount provided by alumni, friends and the two literary societies, the Carnegie Library building was erected in 1907. The book collection then numbered 45,822 volumes. This building was remodeled later and is now the Hill Music Hall.

As a University grows, so must its Library grow, or both will lose face and reputation. Under the direction of Librarian Louis R. Wilson, aided liberally and regularly by the Library's first great supporting Friend, John Sprunt Hill, the institution grew rapidly in

vigor and in service. By 1921 the total book collection had reached the 100,000 mark, and planning for a third new building was begun. The State Legislature of 1927 made an appropriation of $625,000 for a more adequate structure. The first and front unit of the present building was occupied in 1929. At the dedication, gifts totaling $145,000 were announced. Of this amount, $100,000 came from the Carnegie Corporation of New York for the establishment of a School of Library Science. Over 200,000 volumes were then recorded.

Other grants for bibliographical aids, cooperative cataloguing, Latin American materials, and special research resources were received from the General Education Board, the Rockefeller Foundation and the Carnegie Corporation during the 1930s and the early 1940s.

In 1932, the "Friends of the Library" was organized and now has a membership of 265. Steadily through a score of years, this association has had amazing success in stimulating contributions, gifts and bequests. The response and services of faithful members, donors and benefactors have not only greatly strengthened general fields of study but also have created centers of special research, attracting national attention and scholarly investigation. In recent years, the annual value of their contributions of materials and money has more than matched the State's appropriations to the Library for books and serials. The list of dedicatory gifts announced on this occasion serves in part as Exhibit A for the current year.

By 1938, the first unit of the present building was filled to capacity. During the next ten years, needs multiplied, book stock increased, enrollment doubled, readers sat in windows and on stairways, and over 100,000 books were boxed in storage in the public corridors of the Library. The situation became desperate.

In March of 1947, the State Legislature responded to the "number one" construction appeal of the University to add the second unit to the Main Library building by appropriating $1,215,000. In 1949, the Legislature increased this amount by $400,000 to meet

rapidly rising costs, thus making a total of $1,615,000. Ground for the Addition was broken in October of 1949 and the structure was accepted for full occupancy in April of 1952.

One hundred years after the Library was established, the first full-time Librarian was employed. Previously, the library was supervised by professors, tutors and students. Benjamin Wyche was appointed Librarian in 1894. His successors included Ralph Henry Graves 1897-99, Edward Kidder Graham 1899-1900, George M. McKie 1900, William Stanley Bernard 1900-1901, Louis R. Wilson 1901-1932, Robert B. Downs 1932-38, Carl M. White 1938-40, and Charles E. Rush 1941 to date. Assistant Librarians have included Charles M. Baker 1919-28, Donald Coney 1928-31, William P. Kellam 1947-50 and Olan V. Cook 1940 to date. In full justice and recognition, a long list should be included of staff members whose exceptional services here and elsewhere have made their names widely known throughout the library profession.

The Library in Education Today

The modern American university is one of the nation's principal agencies for promoting national well-being—economical, social, and spiritual. Its chief functions for achieving this goal are: conservation of knowledge and ideas, teaching, research, publication, extension and service, and interpretation. In the performance of all of these functions, the Library is fundamental. The success of each is, in fact, largely dependent upon it.

Three factors have elevated the Library to this position of great importance. The first is the rapid increase in the production of books and related materials; the second, the new conception of educational methods within the last quarter-century; the third, the dependence of modern research upon library facilities.—L.R.W.

Recognition of Dedicatory Gifts

Good seed planted in good ground can produce an hundredfold. Even before completion of the Addition, the State of North Carolina was fully repaid for the added cost of the special facilities, including air-conditioning, which brought forth highly significant acquisitions.

Witness the following selected list of notable dedicatory gifts and beneficences presented by friends in response to assurances that the enlarged Library would provide adequate preservation, protection and service:

From Mrs. B. F. Bernard of Winston-Salem — A choice Oriental Rug for the Rare Book Room.

From Bruce Cotten '95 of Baltimore — The Bruce Cotten Collection of North Caroliniana, generously supported for its future expansion.

From Robert L. Doughton of Laurel Springs — Collection of papers and correspondence preserved during his 42 years of service as a member of the U. S. House of Representatives.

From Friends of the Library, particularly William D. Carmichael, Jr. '21 — The Burton Emmett Collection of Graphic Arts, and the Burton Emmett Collection of First Editions.

From Mr. and Mrs. William Fahnestock, Jr. of Centerville, Maryland — The Original English Oak Paneling for the two Sir Walter Raleigh Rooms.

From Friends of the Library — Special Furnishings for the Rare Book Room.

From Pleasant Daniel Gold '98 of Silver Spring, Maryland — The Gold Collection of Floridiana.

From Paul Green '21 of Chapel Hill and John Sprunt Hill '89 of Durham — The Original Pasquotank Pine Paneling for the Early Carolina Rooms.

From Mrs. Frederic M. Hanes of Durham — Original Jacobean Furniture for the two Sir Walter Raleigh Rooms.

From Archibald Henderson '98 of Chapel Hill — The Henderson Collection of Materials relating to George Bernard Shaw.

From Mr. and Mrs. George Watts Hill '22 of Durham — Group of European Statuary in marble and bronze, and other decorative furnishings.

From James N. B. Hill of Boston — A set of "The North American Indian" by Curtis in 40 volumes and portfolios, and other related materials.

From John Sprunt Hill '98 of Durham — Mahogany Furniture of unusual quality for the North Carolina Reading Room, and four Business Properties in Chapel Hill, with net income specified for the further development of the North Carolina Collection.

From William P. Jacocks '04 of Chapel Hill — The Jacocks Collection of Modern American and European Prints; Collection of Maps and Prints of the South; and numerous other materials.

From William Sumner Jenkins '24 of Chapel Hill — The Jenkins Collection of Public Documents.

From John E. McGoldrick of Montchanin, Delaware — Original Furniture for the Early Carolina Rooms presented in honor of the late Thomas T. Waterman.

From six Carolina Alumni in Lexington, Kentucky — The scarce "History of Kentucky" by Humphrey Marshall in two volumes.

From Mrs. John Nolen, Sr. of Canton, Massachusetts, and John Nolen, Jr. of Washington, D. C. — The John Nolen Memorial Collection of Town and Regional Planning.

From Mrs. A. Burnet Stoney of Morganton — Oil Portrait by Ann Cadwallader Coles of Andrew M. Kistler, whose early support led to the establishment of the Southern Historical Collection.

From a group of prominent Southern Authors — The Collection of Original Manuscripts of North Carolina Writers.

From Arthur Swann of New York — The Swann Collection of Book and Art Auction Catalogues.

From Mrs. Dorothy R. Tannenbaum of New York and a group of UNC Alumni in New York — The Tannenbaum Shakespeare Collection, and the Correspondence of the late Dr. Samuel A. Tannenbaum with other Shakespearian authorities throughout the world.

From Walter Tittle of Danbury, Connecticut — A representative group of his Drypoint Engravings signed, inscribed and presented in honor of the late William Meade Prince of Chapel Hill.

From Friends of the Library — The Augustus Thomas Collection of Dramatic Manuscripts.

From William A. Whitaker '04 of New York — The three Whitaker Collections: Charles Dickens First Editions and other Dickensiana; The Illustrations of George Cruikshank; Books Relating to Samuel Johnson, James Boswell and Their Friends. Also, other great rarities in English Literature, including the incomparable Second, Third and Fourth Folios of Shakespeare's Plays in their original form, together with provision for the generous future support of these and related materials.

From the Brothers and Sisters of Thomas Wolfe '20 — The letters to his family, manuscripts, notes and memorabilia comprising The Thomas Wolfe Collection, established in honor of Their Father and Mother, W. O. Wolfe and Julia E. Wolfe.

This list could and should be lengthened by including scores upon scores of gifts ranging from a single volume upward, equally appreciated and honored. However, the above points the moral, and emphasizes the gratitude of the University to all recent donors for their faith in its performance, as well as for their benefactions.

Further recognition may be seen throughout the Library, where many of these gifts are either installed, or are on exhibition. Notwithstanding much provision for exhibitions, only a few choice selections of several collections can be displayed at this time. Extended exhibitions of each will follow in due course.

Included also among honored donors are those whose intangible gifts of interest, time and service are of great importance in the enlargement of the building, its holdings and their contributions to learning and to scholarship.

Description of the Building

When the new library building at Cambridge University was dedicated a few years ago, the King characterized it as "a workshop of new knowledge and a store house of seasoned wisdom."

The University of North Carolina at Chapel Hill rejoices in the completion of the first Addition to its Main Library building, and those most concerned hope that the enlarged structure will be similarly described, since all planning was centered on the provision of satisfying space and facilities for workshop study of current print, and for effective preservation and use of the precious records of the past.

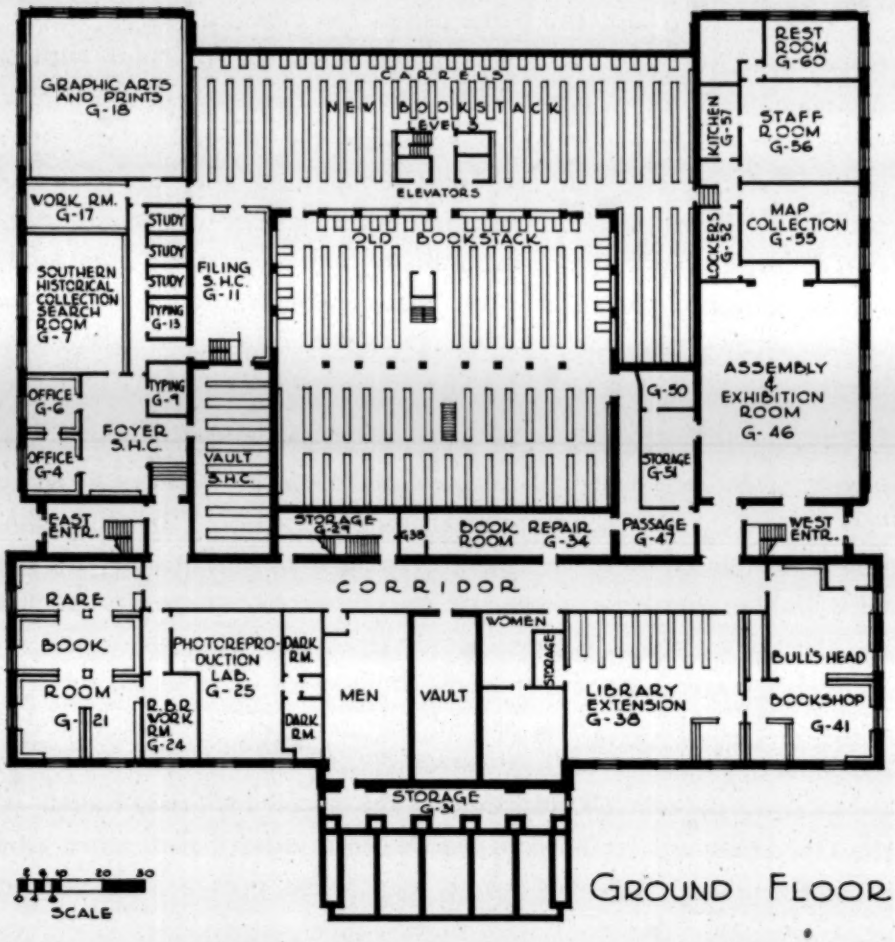
It is the contents, of course, which make the Library—not the protective shell which houses them. Many will remember the famous remark that "The Library is on the inside." All should know that without book stock in adequate strength there can be no University entitled to the name. However, means are necessary to an end, and protection and space are essential for the study and growth of library resources.

The first and front unit of the present Main Library building, planned in 1926 and dedicated in 1929, was filled to capacity by 1938. The preliminary planning, which followed, was based on the original plans, envisioning two wings surrounding two large courts. Meanwhile, during the decade including World War II, the crowded situation in the Library became increasingly desperate. Every shelf was jammed and the less-used books were boxed in storage. Lack of space for readers, scholars and staff was equally serious.

The final solution called for the extension of the original unit to the south, in "U-shaped" form, completely surrounding the stem of the "T-shaped" old building, making a square structure as it now stands. Such tight planning necessitated the use of air-conditioning in all closed areas housing library materials, but it also saved much space and expense by eliminating all courts and many corridors.

Furthermore, it made possible exceptionally close relationships between the bookstack and all surrounding service areas on all floors. This arrangement, together with the flexible arrangement of steel shelving in the wings, designed to be aligned in either of two directions and to connect service areas with the bookstack proper on all floors, probably may be the outstanding professional features of the Addition, providing unusual opportunities to accommodate investigation and research.

Elsewhere in this booklet, the fine response of the State Legislature is recorded. The first appropriation in 1947 was insufficient to meet rising costs and two years later a supplementary appropriation



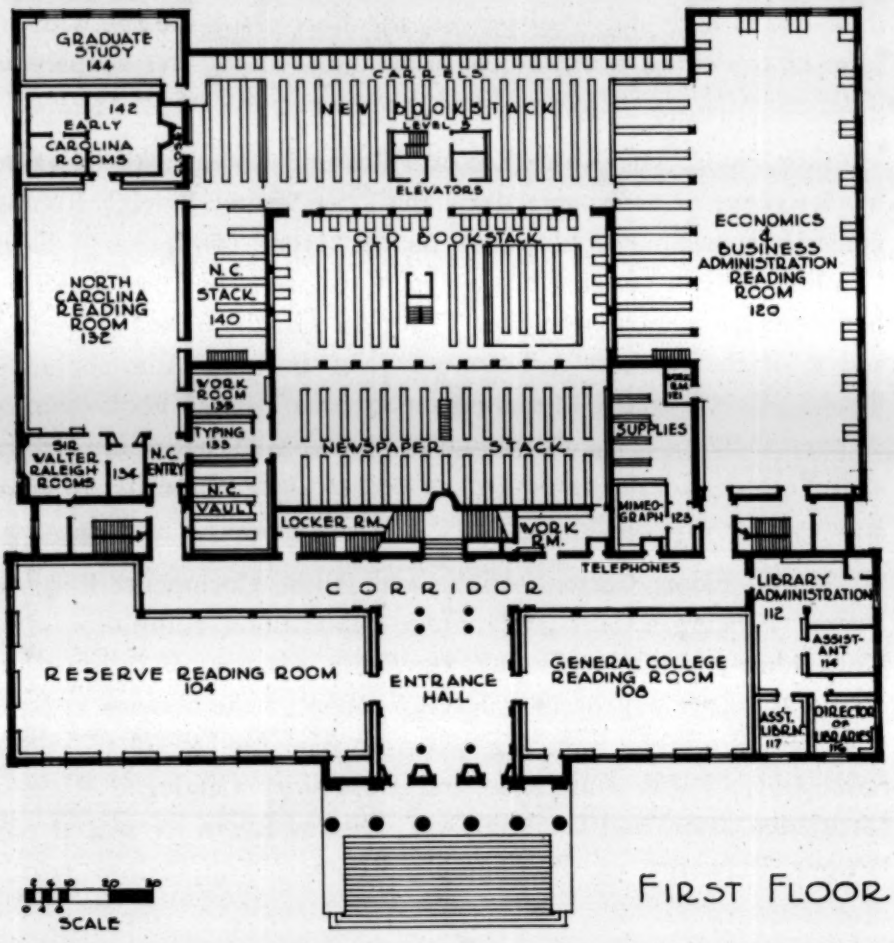
of $400,000 increased the total to $1,615,000. The Library thus became the first building financed by the State at a cost above one million dollars. Even so, to meet estimated costs, it was necessary to eliminate $200,000 of planning. This reduction in specifications explains the absence of several much needed facilities, including a serious reduction in stack capacity. It also explains the presence of the partial brick façade on the south wall and the elimination of all windows opening on the bookstack. However, the brick wall will facilitate the erection of the third unit of the building facing Raleigh Road when expansion of the Library makes it necessary in the future. The ultimate structure then will be rectangular in form, thus continuing the dignity and simplicity of the first unit, and the maximum of capaciousness available with economy.

From first to last, the plans called for pleasing design without elaboration, for good construction without frills, for color without ornamentation, for economy without sacrificing excellent mechanical equipment. They particularly emphasized the importance of equipment producing adequate and sight-saving light, the best means of preserving library materials in print and manuscript form, the selection of furnishings designed to stimulate both interest and quiet study for the enquiring student and the creative scholar, the protection and use of rarities, and the constant, changing display of exceptional items.

Thoughtful planning also was devoted to features which will facilitate the reception and care of forthcoming resources in small and large lots, as well as the servicing of those now in hand. Emphasis was placed on several fields of great interest, not only to point with pride to present holdings but also to offer convincing proof that the Library welcomes the opportunity to preserve and to utilize effectively the treasures of its friends, often saved or collected through a lifetime or more. These special features will serve as veritable lodestones. In fact, even before completion, they have so served to an amazing degree. On learning of the added facilities, friends of the University and its Library have recently offered dedicatory gifts of materials and resources whose total value goes a long way in

matching the cost of the new structure. Without doubt, before the third unit is built, the full cost will be matched, proving a remarkable investment by the State. Let him ponder on this who adversely criticizes the space given to manuscripts, state history, rare books, newspapers, regional records and other special fields. He who wonders about the need and usefulness of air-conditioning is answered by the fact that already its cost in this case has been more than repaid.

A floor by floor listing of study and service areas throughout the building provides the best means of visualizing the interrelationships between departments and bookstack, remembering that each of the 5



floors in each of the 2 new wings connects directly with the enlarged bookstack. The beginning point on each of the floors in this list is the northeast corner of the new structure.

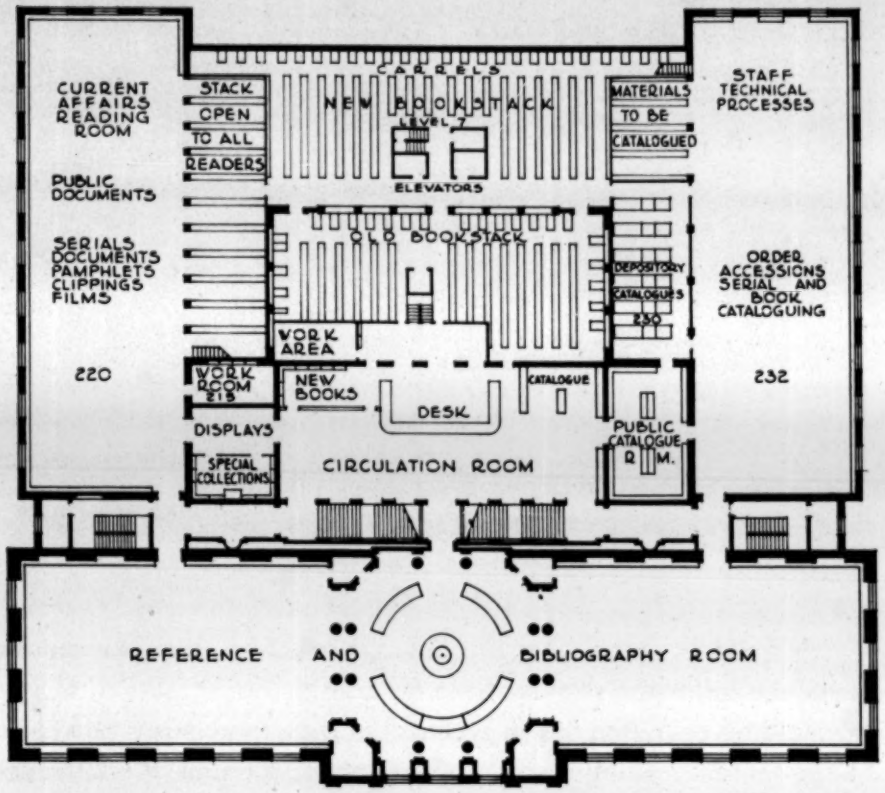
Ground Floor: The Southern Historical Collection, with its vault for more than 2 million manuscripts, special search room, 2 typing rooms and 3 individual studies, assorting and filing rooms; a large study room which temporarily will house Graphic Arts and Prints; levels 3 and 4 of the bookstack; three rooms for the Library Staff; Map Room, with files for 50,000 maps; the combined Assembly-Exhibition Room, seating 175 persons; Bull's Head Bookshop, in far more adequate and colorful quarters; enlarged space for the Library Extension Department; greatly increased space in the Book Repair Room; amplified Photoreproduction Laboratory, with 2 large dark rooms and added equipment; the Rare Book Room, with its suite of 6 alcoves, transformed from 4 old rooms and adapted to quiet research, and adjoining work and storage rooms.

First Floor: The North Carolina Reading Room, with its vault, work rooms and newspaper stack; the 2 Sir Walter Raleigh Rooms, paneled in original English oak dating before 1600; the 3 Early Carolina Rooms, paneled in original Carolina pine from a pioneer home erected in Nixonton near 1740; the Graduate Study; levels 5 and 6 of the bookstack; Economics and Business Administration Reading Room, with 183 seating capacity and 30,875 book capacity on open shelving in the Room and in the two stack balconies; Offices of the Library administration; the General College and the Reserve Reading Rooms.

Second Floor: Current Affairs and Public Documents Reading Room, servicing serials, government publications, pamphlets, clippings, films and other materials, providing a bureau of information on world events and thought; levels 7 and 8 of the bookstack; Staff Technical Processes, including order, accessioning, serial and book cataloguing; Public Catalogue and Depository Catalogue Rooms; Circulation Room and Lending Desk; Display Room for special collections; Reference and Bibliography Room.

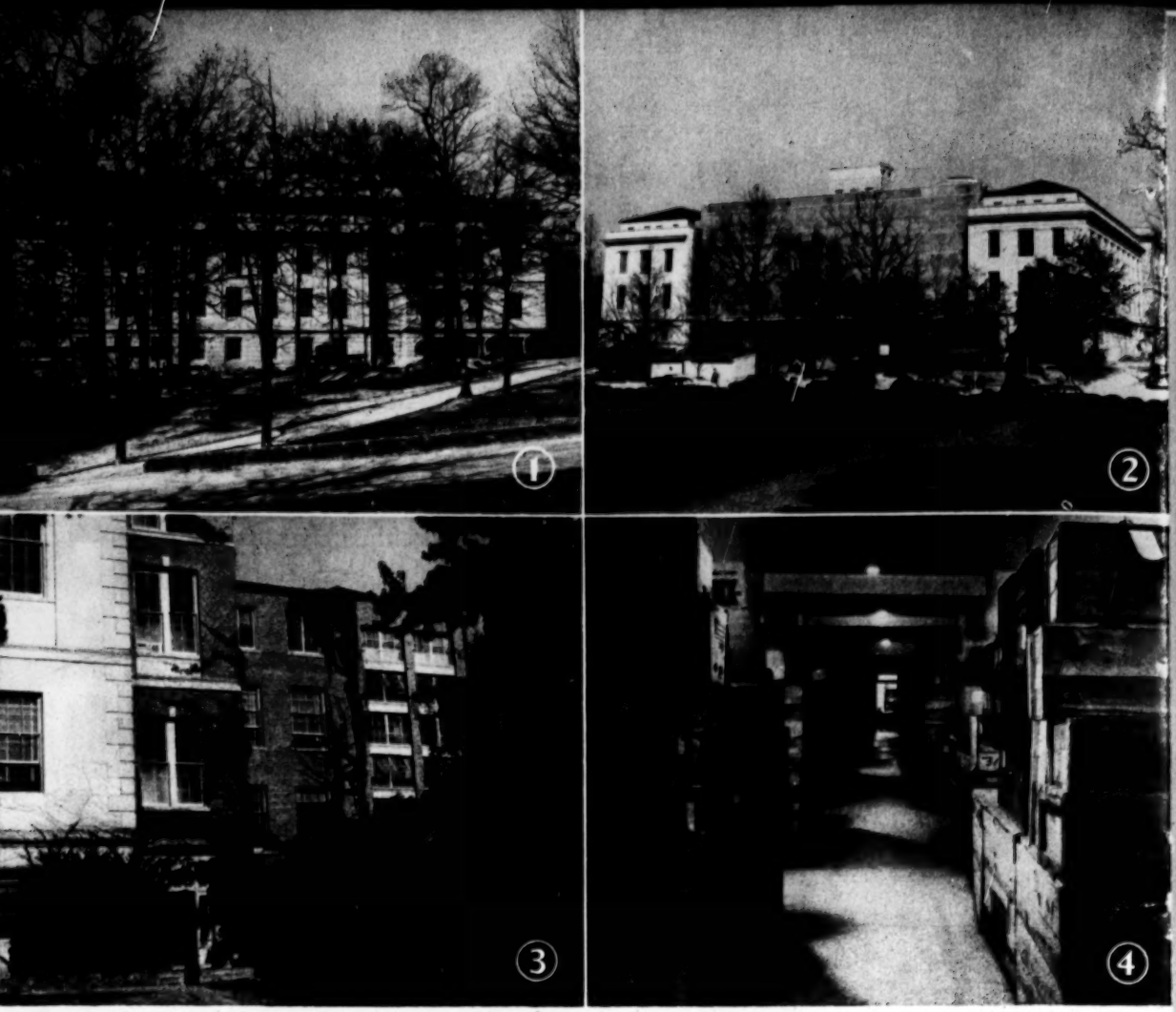
Third Floor: Two additional Seminars and 5 smaller Conference Rooms for discussion; 29 Individual Studies for creative writing; levels 9 and 10 of the bookstack; Quarters for the School of Library Science, including study hall, lecture room, offices, conference and discussion rooms, 2 studies and a seminar; two large Seminars and a Public Typing Room.

Basement Floor: Air-conditioning and other mechanical equipment area; levels 1 and 2 of the bookstack; Receiving and Shipping area, including rooms for mail, paper, supplies, equipment and fumigation; Book assorting area; Storage rooms; Switchboard, transformer and valve rooms.



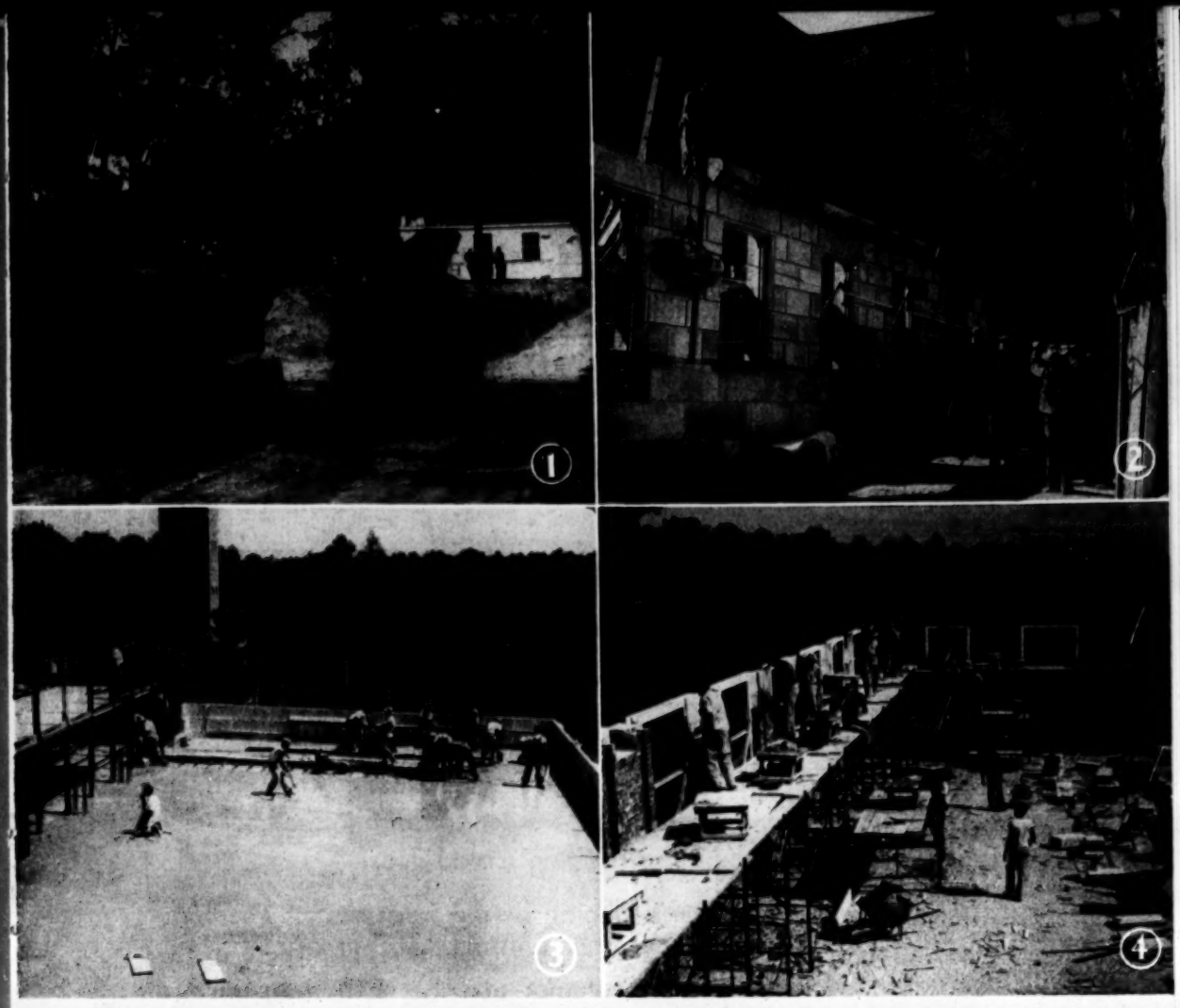
SCALE

SECOND FLOOR



(1) East façade, showing 4 floors of the Addition and 3 of the original building, March 1951; (2) South façade, showing brick wall of bookstack and 4 of the 5 floors of each wing, March 1951; (3) West entrance before the Addition completely enveloped the brick walls; (4) Memories of corridors and 100,000 boxed books

It should be noted that the new construction provides, among others, the following new facilities for reading, investigation, service and building operation, all in addition to those previously provided: 2 large general reading rooms, 5 special reading rooms, 8 conference and discussion rooms, 348 new carrels, 34 individual studies, 4 public typing rooms, 2 large vaults, 6 staff work rooms, 4 offices, 2 public catalogue rooms, 2 elevators, 11 protected stack areas, 19 storage and supply rooms, 2 rooms for the staff, 4 rooms for the building force,



(1) Beginning of excavation, southeast corner of the old bookstack, October 1949; (2) Setting stone for the east façade, enclosing old departments and seminars, March 1950; (3) Pouring concrete for the Second floor, West wing and adjoining bookstack, June 1950; (4) Walls rising above the Second floor, East wing, May 1950

6 mechanical equipment areas, a combined exhibition and assembly room, a special display room, and quadrupled space for photoreproduction.

The new bookstack, consisting of 10 levels, completely surrounds the old bookstack on three sides and is serviced by two automatic elevators. The combined stack areas, being enclosed and without exterior windows, are air-conditioned and lighted artificially, thus

utilizing all space. Also, most of the old carrels were retained. It is estimated that the 41,256 new steel shelves installed in the building provide over 22 miles of additional shelving.

The Addition more than doubles the old seating capacity, for undergraduates as well as others. In addition to 5 large reading rooms for general study, the enlarged building now provides 6 special reading rooms assigned to specific fields, including Southern History, North Carolina, Rare Books, Graduate Study, Maps, Graphic Arts and Prints.

Seminar, conference and group discussion rooms now number 11 in varying sizes, ranging in capacity from 10 to 30 persons. The total of 541 study seats for graduate students in the bookstack more than triples former provisions. The number now includes 481 typical carrels, 30 movable carrel desks and 30 large tablet-arm chairs, reserved for the use of nearly 1,000 graduate students working on their masters and doctorates in 23 fields. Entrance to the Graduate Study is direct from the bookstack. Reader entrance to the bookstack is at the right of the Lending Desk on second floor.

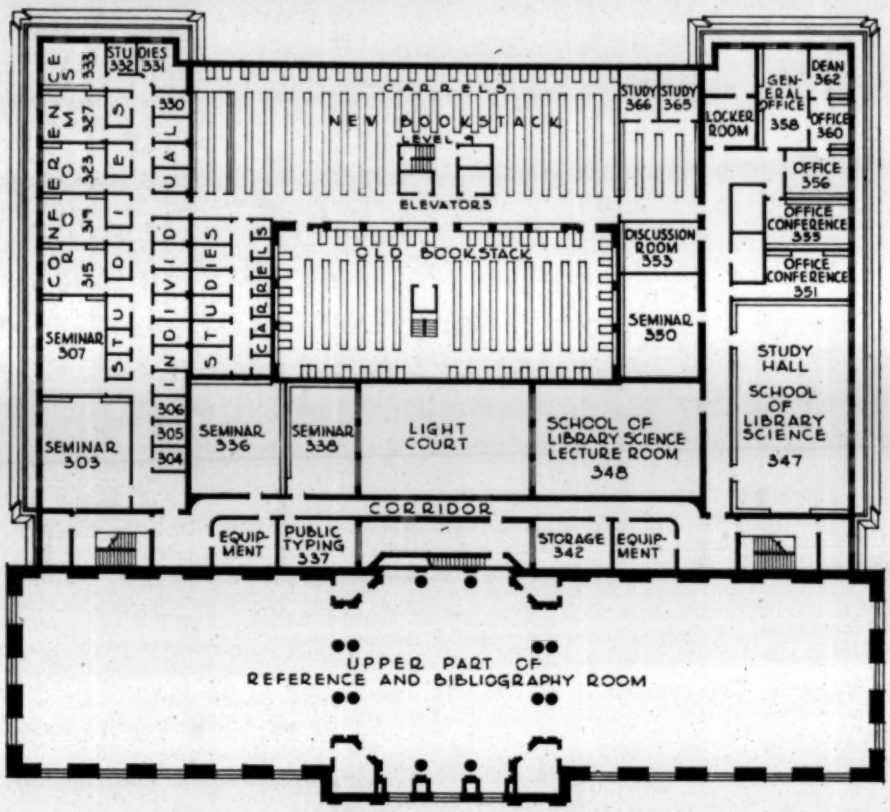
Also, the new bookstack trebles the old in capacity. The combined total will accommodate 1,000,000 volumes. Elsewhere in the building 130,000 additional volumes may be shelved, making a total working capacity of 1,130,000. The linear feet of all shelving approximates 36 miles in length.

Adjacent to the bookstack, largely in the East Wing of the Third Floor, there are 34 Individual Studies reserved for creative writing and special investigation by members of the faculty and by visiting scholars. These are small, air-conditioned, locked rooms, provided with desks and shelving, and other research equipment as needed, including typewriter stands and locked safes for manuscripts and rare books.

The core of a research library in a University center is, of course, the bookstack. It must be the nerve center of all services, be closely related to all departmental activities, be open conveniently to all advanced readers, be as flexible as possible in its arrangement, and

provide for further expansion. All of these were sought and emphasized in planning the Addition. Future expansion of both stack and service areas has been made readily possible by direct extension of the building on the south, with a formal façade on Raleigh Road facing the Bell Tower.

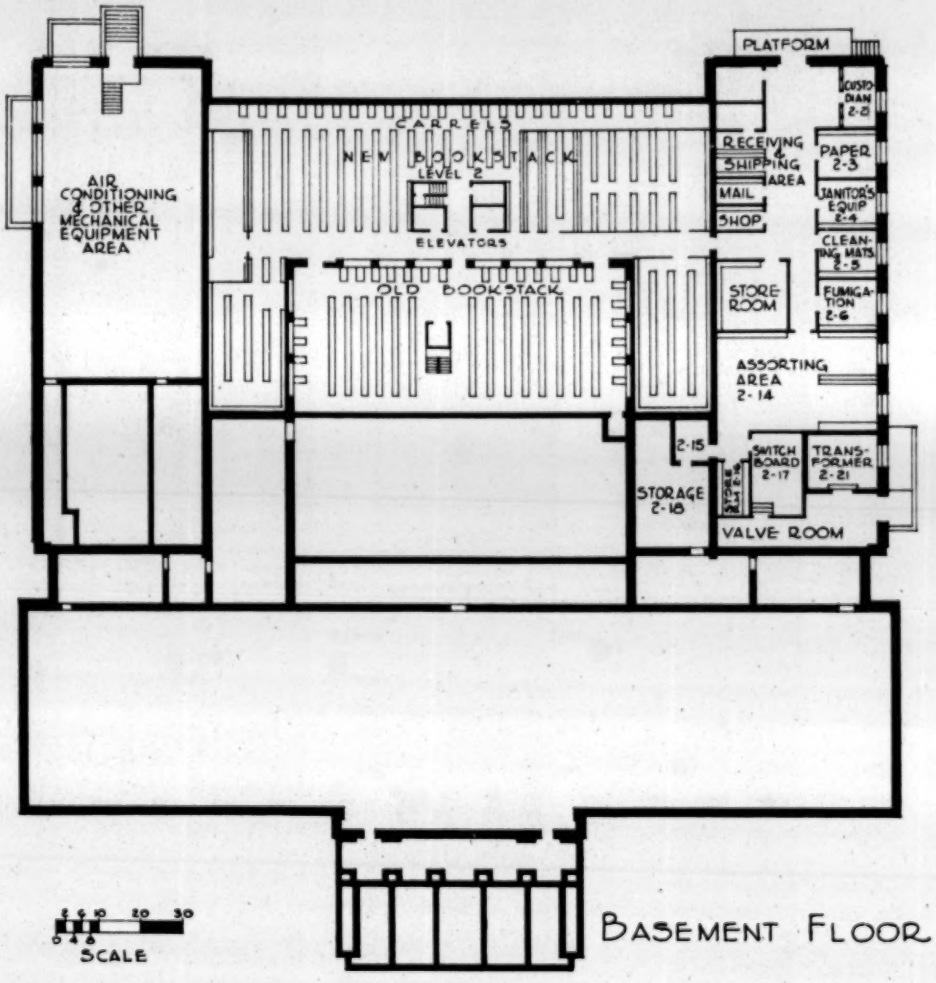
Through excellent engineering services, provision was made for many superior items of mechanical equipment. Preceding comment has called attention to sight-saving light fixtures, equipped with the new, instant-starting slimline fluorescent lamps. Among others, the following also are noteworthy, including some general furnishings: Electro-Airmat filters in the air-conditioning equipment, which eliminate smoke as well as dust from incoming air; exceptionally clever



THIRD FLOOR

concealing of ventilating and conditioning ducts; two-way steel bookstack shelving in the Wings on each stack level; automatic floor leveling devices in elevators; rubber tile flooring in reading and service areas, asphalt in the bookstack; acoustical tile on many ceilings; bronze grille doors on rare book cases; movable metal partitions; exhibition panels of Amerspun monk's cloth mounted on cork; movable desk carrels and stack study chairs; linoleum-topped tables generally, and Aluma-Stack chairs in the Assembly Room.

Much credit is due, also, to the several architects for their recognition of the high importance of functional expression in library architecture, for their services in stressing the usefulness and livability



of the inside of the building while maintaining the basic dignity, simplicity and the harmony of line and proportion of the outside. Save for the location of windows, the exterior did not interfere with interior planning for maximum use, capacity and flexibility. Their understanding appreciation of library needs and problems, and their skill in planning for efficient operation and supervision are gratefully recorded.

A University Library must keep pace with instruction, with research and with knowledge in print. It must be not only a source of information but also of inspiration—interesting, vibrant and colorful—a living, growing entity. Each day brings new demands and new opportunities, requiring fresh resources which determine its vigor and its fruit.

Appreciative Acknowledgments

The University and its Library warmly appreciate the personal interest and official aid of the State officers, members of the Legislature and Budget Committees, and many others who were instrumental in making this structure possible. ¶They also are grateful to the Trustees and their Building Committees for unfailing support; to the Architects and Engineers for extraordinary services beyond their line of duty; to the Contractors and to their men on the job for exceptional craftsmanship strengthened by friendship. Two years of memorable association under the same roof with building crafts and professions is a rewarding experience. ¶Further appreciative acknowledgment is entered here by the Librarian to the score of University officials for special services; to the Library Board, Planning Committees and officers of the Friends for constant and understanding support; to the members of the Library staff for gaily enduring the 2½ years of noise and confusion; to the students, faculty members and visiting readers for threading their way without complaint through box-lined corridors to obtain service; to many professional friends and particularly to the librarians and architects comprising the Cooperative Committee for helpful advice and stimulating criticism.

A Few Statistics

Appropriation for the Addition $1,615,000. Ground broken for construction in October 1949. Informal opening 18 April 1952. The 1929 unit cost $625,000.

Book capacity of combined stacks 1,000,000 volumes; elsewhere in the building 130,000; total 1,130,000 working capacity.

Carrels and graduate study seats in the bookstack total 541, including 481 typical carrels, 30 movable carrel desks, 30 large tablet-arm chairs.

Seating capacity totals 2,255, located in 5 general and 6 special reading rooms, and elsewhere throughout the enlarged building.

Seminars, conference and discussion rooms are now 11 in number. Individual studies total 34, located in or adjacent to the bookstack.

Square footage: Addition 105,000, Original building 85,561, total 190,561. Bookstack area increased by 164%; entire building by 122%. Cubic content: Addition 1,090,000, Original building 1,053,880, total 2,143,880. Excluding some repairs and alterations, the cost will be about $1.10 per cubic foot.

Total holdings include over 600,000 recorded volumes, 2,150,000 manuscripts, 30,000 maps, 5,000 current serials, 3,000 prints, 2,350 rolls of microfilm, and much unprocessed material of many kinds.

Attention is called to the 15 Departmental Libraries located on the campus, devoted to Art; Botany; Chemistry; Economics and Business Administration; Geology; Institute of Government; Law; Library Science; Mathematics and Physics; Medicine and Public Health; Music; Pharmacy; Psychology; Sociology, Anthropology and Planning; and Zoology. Note particularly that the Law Library is in new quarters, dedicated on November 3, 1951, and that the new library area assigned to Health Affairs is now nearing completion.

Personnel

ARCHITECTS: H. Raymond Weeks, Inc. of Durham, Architects and Engineers; Arthur C. Nash of Washington, Consulting Architect; Alfred M. Githens of New York, Library Consultant; J. Russell Bailey of Orange, Virginia, Library Consultant.

ENGINEERS: Wiley and Wilson of Lynchburg and Richmond, Engineers; Frank Turner, State Engineer; H. E. Thompson, University Engineer.

CONTRACTORS: J. A. Jones Construction Co. of Charlotte, General Contract; Colter and Chappel Electric Co. of Winston-Salem, Electrical Contract; Otis Elevator Co. of Greensboro, Elevator Contract; W. H. Sullivan Co. of Greensboro, Heating and Air-Conditioning Contract; Rowe-Walsh-Jones, Inc. of Durham, Plumbing Contract; Snead and Company of Orange, Virginia, Bookstack Contract; Wilmington Stair Shop of Montchanin, Delaware, Pine Paneling Restoration.

SUPERVISORS AND INSPECTORS: W. H. McWhirter, Edwin A. Jones, Jr., and R. W. Burns for the General Contractor; L. J. Colclough for the Architects.

ADVISING SPECIALISTS: The late Thomas T. Waterman of Washington, George C. Pyne Jr. of Durham, H. J. Boettcher of Philadelphia, W. E. Harris of Durham, John E. McGoldrick of Montchanin, and C. L. Kemp of Greensboro.

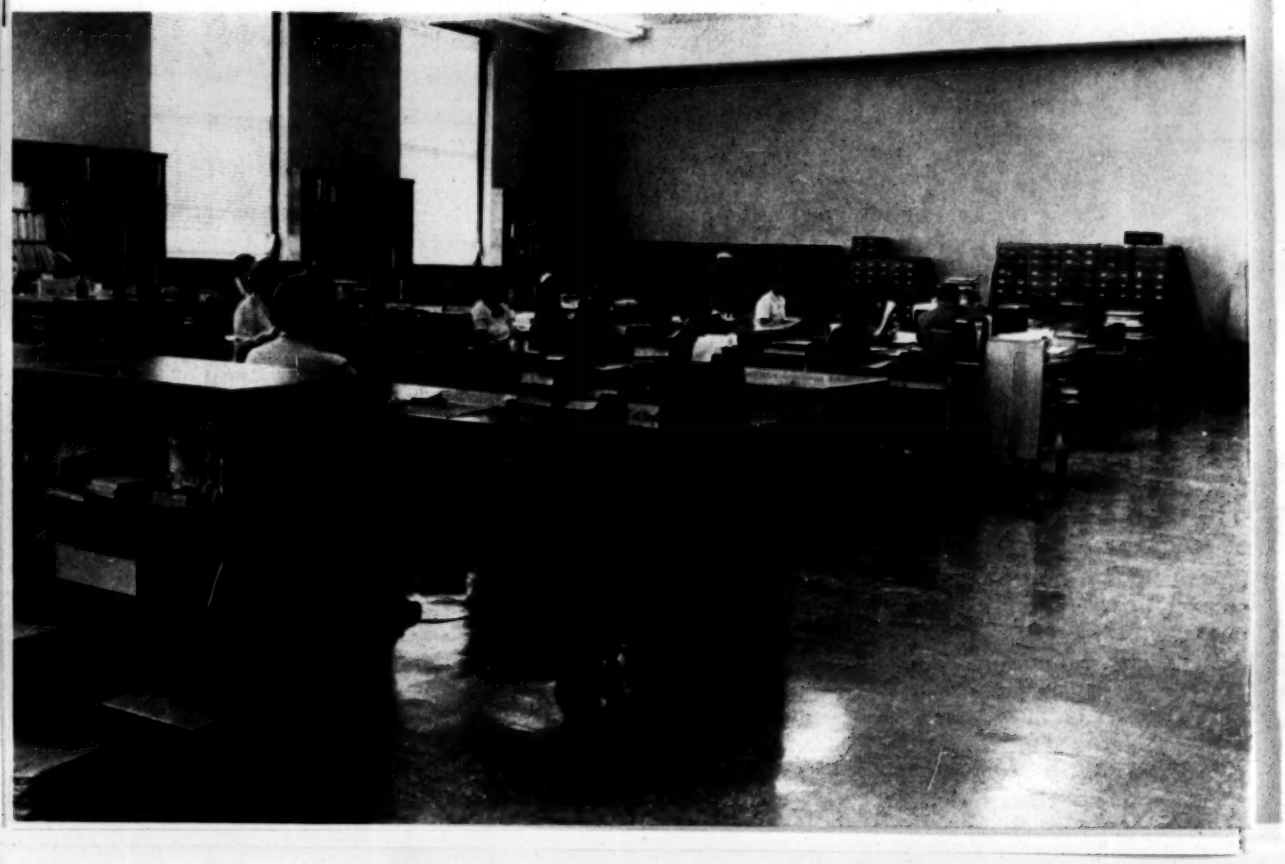
TRUSTEES BUILDING COMMITTEE: John Sprunt Hill, Collier Cobb, Jr., H. G. Baity, Wade Barber, B. E. Fountain, R. J. M. Hobbs, Reid Maynard, Paul W. Wager.

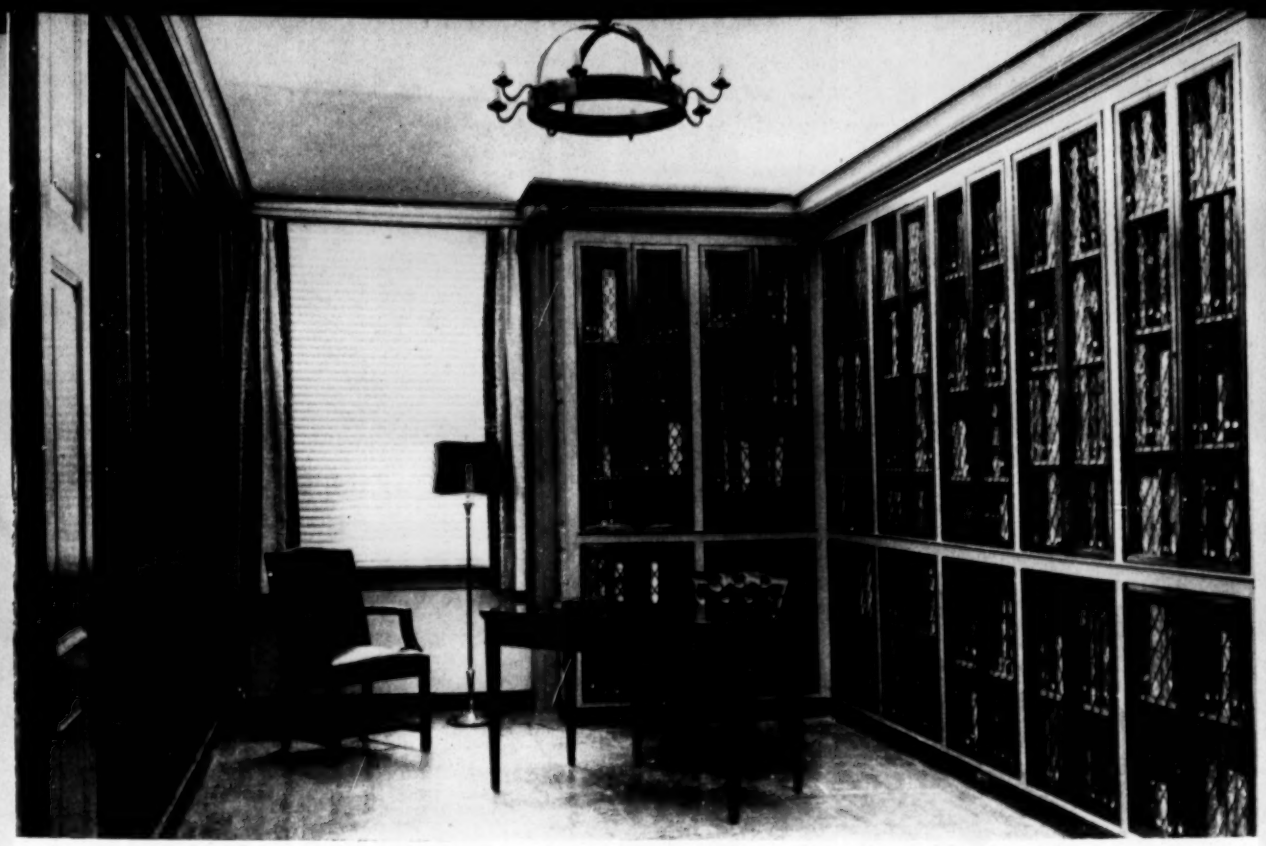
LIBRARY BOARD MEMBERS: Susan G. Akers, Richmond P. Bond, John N. Couch, Sturgis E. Leavitt, W. W. Pierson, B. L. Ullman, W. M. Whyburn and John B. Woosley.

MEMBERS OF PLANNING COMMITTEES: Richmond P. Bond, Robert E. Coker, Robert H. Wettach, Louis R. Wilson, John B. Woosley, Hardin Craig, J. G. deR. Hamilton, B. L. Ullman.

Current Affairs and Public Documents Reading Room

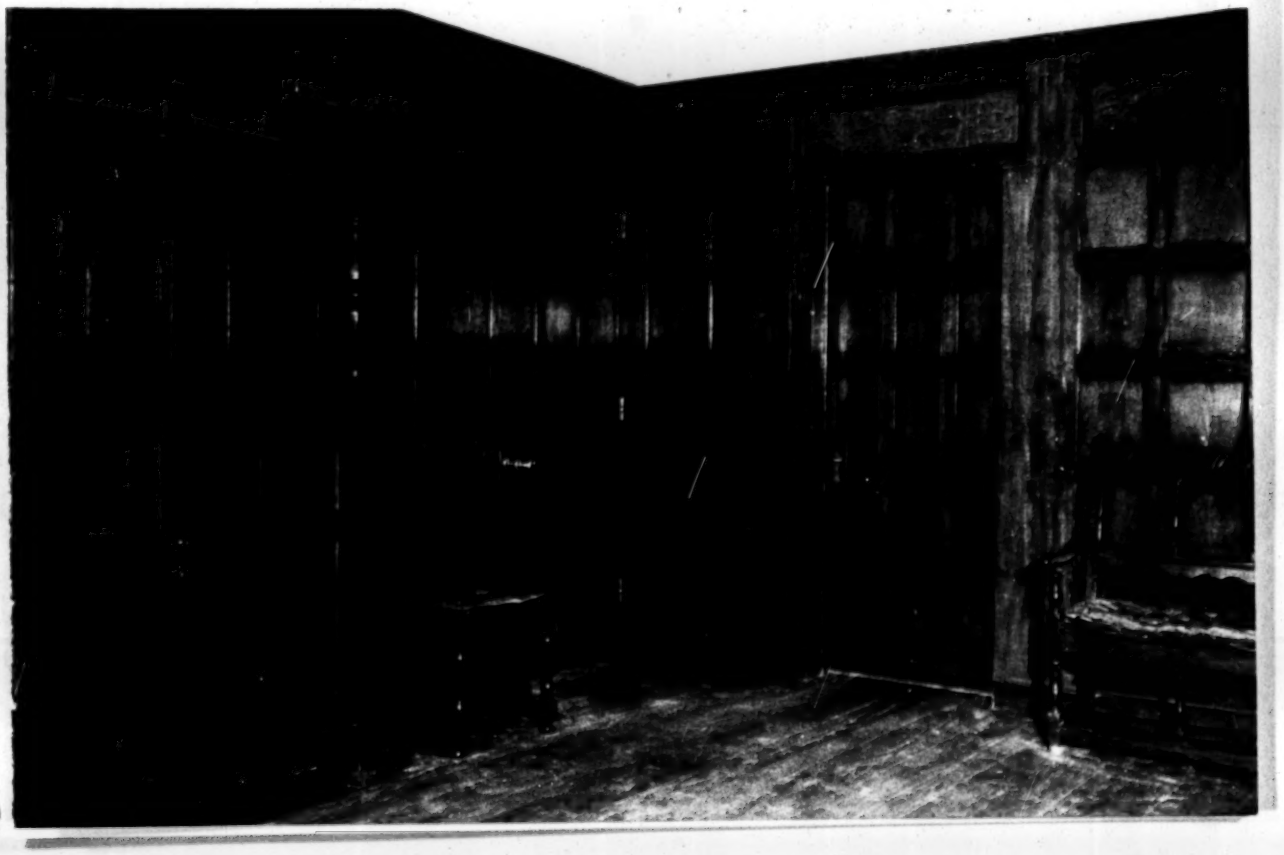
Part of the Staff Technical Processing Departments





One of the 6 alcoves in the Rare Book Room

Entrance corner of the Sir Walter Raleigh Rooms



N.C. 81 a

March 30, 1905.

Dr. F. P. Venable,

Chapel Hill, N. C.

Dear Dr. Venable: I am glad to inform you that the General Education Board has authorized me to consummate the proposed arrangement with the University of North Carolina for the employment of a suitable person for the promotion and investigation of public high schools. At Raleigh you suggested that $2250 would be sufficient for the salary and traveling expenses of such a person for the first year. I beg to say, therefore, that the General Education Board will contribute the sum of two thousand two hundred and fifty dollars ($2250) for the scholastic year 1905-6 to the University of North Carolina for the salary and traveling expenses of a professor of secondary education who shall be a regular member of the faculty of the University of North Carolina, and whose duties shall be as follows:

1. His main and principal work shall be to ascertain where, in the State of North Carolina, the conditions are favorable for the establishment of public high schools not now in existence; he shall visit such places and shall endeavor to organize in such places public high schools in accordance with the laws of the State of North Carolina, shall endeavor to create in such communities a public sentiment that shall permanently sustain such high schools, and shall endeavor

to place the high schools under such local leadership as shall give them intelligent and wise direction, and he and the University shall exercise a fostering care over such institutions.

2. In so far as he can do so consistently with the above, it shall be his duty to visit high schools now in existence and seek to advance the grade of work done by them.

3. In so far, and only in so far, as he can do so consistently with the above duties, he may lecture in the University of North Carolina on pedagogical subjects.

4. He shall be required to give an accurate monthly statement of the actual time spent in the field in this work, and shall report on the schools established by him, and visited by him, with all the attending circumstances, shall file the same with the Department of Education of the University and shall furnish copies of the same to the General Education Board.

The above form was adopted by the Board on Tuesday. I trust that these conditions are in harmony with your own ideas and wishes. They seem to me to be in entire harmony with the understanding which we reached in our conversation with Supt. Joyner at Raleigh. The only further condition is that before final election of the person, you shall let me know who he is and what are his qualifications.

With great respect, I am,
Faithfully yours,

Wallace Buttrick

The University of North Carolina.

OFFICE OF THE
SECRETARY AND TREASURER.

N.C. 81 a

April 5, 1905.

Mr. R. H. Battle, Secretary,
University of North Carolina,
Raleigh, N. C.

Dear Sir: I beg to acknowledge with sincere appreciation the receipt of your letter of April 3 informing me that the Trustees of the University accept the offer of the General Education Board as contained in my letter of March 30, 1905.

Very truly yours,

Wallace Buttrick

...rth Carolina.

...RER.

Raleigh, N. C., 3rd Apr., 1905. 190

Rec'd Gen'l Educ. Board

APR 5 1905

...the General Education Board:

New York.

Gentlemen:-

At a meeting of the Executive Committee of the Trustees of the University of North Carolina held April 1st. inst., President Venable submitted a communication from Mr. Wallace Butterick, the Secretary and Executive officer of your Board, dated March 30th, 1905, informing President Venable that the Board has agreed to contribute $2250, for the scholastic year 1905-6, to the University of North Carolina, for the salary and traveling expenses of a professor of secondary education, to be elected as set forth in the communication, and whose duties shall be as specified therein; thereupon it was Resolved:

That the liberal offer of the General Education Board be accepted, on the terms stated, with the thanks of the Trustees of the University; and that the Secretary communicate this action to the General Education Board, and assure it that the Trustees will see that the conditions expressed in the communication are faithfully complied with.

Very respectfully,

R. H. Battle

Secretary.

University

N.C. 819

June 27, 1905.

President F. P. Venable,

Chapel Hill, N. C.

Dear Dr. Venable: Your letter of June 9 came while I was absent in the West on a prolonged journey.

I am very favorably impressed with your choice of a man for the high school work, and beg to give my cordial approval. I do not think it will be at all necessary for him to come on here to see me for I have unlimited confidence in your judgment and Supt. Joyner's.

Trusting that our largest hopes in this matter may be realized, I am,

Cordially yours,

William Preston

President's Office
University of North Carolina,
Chapel Hill, N.C.

Rec'd Gen'l Educ. Board
JUN 1 2 1905

K.M.L.

2I328---June 9, 1905.

Dr.Wallace Buttrick,

General Education Board,

#54 Williams Street, New York City.

Dear Doctor Buttrick:-

The first man chosen by us for the position here was Prof.Eatman of Wake Forest College. He has written that he cannot accept the position and I have been unable to get him to change his decision. Supt.Joyner and I have now agreed upon Mr.N.W.Walker. You may re-call that he was the man upon whom my choice first fell but I thought afterwards that Eatman might have some superior qualifications. Walker has been engaged in school work in this State for six years - two years primary work, two years as superintendent at Reper,N.C., and two years as superintendent at Ashboro, N.C. I regard him as one of the most promising young men whom we have sent out, and he has made a first-class impression wherever he has been. He is one of our best graduates - dignified, tactful, courteous. He was an able man in the literary societies here and one of the best editors of the college paper that we have had. He was decidedly one of the foremost men in the University and a leader in every good cause. He had to work his way through the University and so he knows the pinch of poverty. He is a fine fellow, of high character - true to all high ideals and has the proper humility as to his ability and work.

At Ashboro he took charge of a practically dead school and has built it into an excellent condition. The people have

President's Office
University of North Carolina,
Chapel Hill, N.C.

backed him up in all of his enterprises, and though it is only a little town of some fourteen hundred inhabitants, they propose now to build a ten thousand dollar school house. They had already trebled the size of the old school house under Walker's management, but are willing now to lay aside that and to put up a first-class building in its place. I find also that the neighboring towns apply to him to select their superintendents and teachers, showing the high regard in which he is held.

Now the points about him are these : he is young, energetic, enthusiastic; he has a high character and wherever he is known he is implicitly relied upon for his truthfulness and straight-forwardness. He is a man of tact and of courtesy. He has had experience which has taught him the condition of the State and the conditions with which he will have to contend in his future work. I would be glad for you to see him. Would it be possible for you to summon him to New York?.I do not think that he could well bear the expense of the trip himself as his salary has always been a small one and I know that he has been able to lay aside very little. He could not leave Asheboro until after June 20th as he wishes to remain there and do all he can for the successful issue of the bond election.

I may add that whether Mr.Walker secures this position or not he will be added to our faculty next session, as he is the type of man whom we purpose getting around us to help us in our work. Mr Walker is anxious, if the position comes to him,

President's Office
University of North Carolina,
Chapel Hill, N.C.

Dr.W.B.#3.

to spend the summer in attendance upon the Columbia Summer School and to broaden his horizan in every way possible.

Very truly yours,

Francis P. Venable

President.

N.C. 81

President's Office
University of North Carolina,
Chapel Hill, N.C.

21715---June 29, 1905.

Rec'd Gen'l Educ. Board
JUL 3 - 1905

Dr. Wallace Buttrick,
#54 Williams Street.,
New York City.

Dear Doctor Buttrick:-

Yours of June 27th received. I have notified Mr. Walker and I suppose the trustees will act upon this matter at sometime in July.

On account of the delay in hearing from you we deemed it best that Mr. Walker should start to work upon the institute work for the school teachers and he has therefore been employed by several county superintendents to help in this work during the next few weeks. This will be a valuable experience to him ~~one essential of the training~~ though not a part of his regular work. I have told him that his duties will begin with September.

Very truly yours,

Francis P. Venable
President.

President's Office
University of North Carolina,
Chapel Hill, N.C.

H, S,

22745---September 12, 1905.

Dr.Wallace Buttrick,
#84 Williams Street,
New York City.

Rec'd Gen'l Educ. Board
SEP 13 1905

Dear Doctor Buttrick:-

Please let me know how the amount is to be paid for the agent of schools, Prof.Walker. He has entered upon his duties here and there are no funds available for travelling expenses and it is important that he should begin his study of the school situation in the State. Our professorial salaries are paid commonly on the first of October, January, April, and July, making four quarterly payments.

I wish to ask you about another point also. I wish to lay before the General Education Board certain pressing needs of the University of North Carolina in hope that some help may be secured from the Rockefeller Fund. Please let me know when this application should be made and whether any specific form has been drawn up.

I expect to be in New York about the first of October and hope to see you then.

Sincerely yours,

Francis P. Venable

President.

N.C. 81 a

September 13, 1905.

President F. P. Venable,

Chapel Hill, N. C.

Dear Dr. Venable: I have your letter of September 12 and am glad to learn that Prof. Walker has begun his work as high school agent. I will prepare a voucher for the first quarterly payment on account of our appropriation for his salary and travelling expense and pass it to our treasurer at once. You should receive it within a few days.

We shall be glad to receive any appeal which you care to make for participation in the John D. Rockefeller foundation for higher education. The enclosed circular letter will explain to you the present status of affairs. You will see by the circular letter that we shall have no income for distribution before the fall of 1906. Our Board has not met since the meeting at which the gift was received, and we have done absolutely nothing in the way of making preparations for the distribution of the income. Much of our attention for the coming year will be given to the development of a constructive program.

Cordialy yours,

Walter Hines Page

Encl. 1.

The University of North Carolina,
Department of School Organization,
N. W. Walker, A.B.

81 a

Dr. Wallace Buttrick,
54 William St.,
New York.

Chapel Hill, N. C., Sept. 29, 1905.

Rec'd Gen'l Edu. Board
SEP 30 1905
Rec'd Gen'l Edu. Board
OCT - 2 1905

My dear Sir:

I should thank you kindly to send me forms of any reports I shall have to make to the General Education Board together with any blank reports or devices that will aid me in my work. Also send me, please, a copy of the Proceedings of the Conference for Education in the South held in South Carolina last April. I should be glad, too, to have you make any suggestions relative to my work that you may deem advisable.

Very truly yours,

N. W. Walker.

October 2, 1905.

Mr. N. W. Walker,

University of North Carolina,

Chapel Hill, N. C.

Dear Sir: Your letter of September 29 is before me. We have prepared no forms for reports from Universities who are in cooperation with us in promoting public high schools. In the course of the Autumn such forms will probably be prepared. For the present a statement covering your activities for the month will be satisfactory. In the course of two or three weeks I expect to visit you at Chapel Hill. I will give you timely notice of the day of my proposed visit.

The Proceedings of the Conference held at Columbia last April have not yet been printed.

Very truly yours,

Your name will be put on the mailing list

President's Office
University of North Carolina,
Chapel Hill, N.C.

Rec'd Gen. Ed. Bd.
NOV 6 1905

24181---November 3, 1905.

Dr.Wallace Buttrick, Secty.,
General Education Board,
#54 Williams Street, New York, N.Y.

Dear Sir:-

The Secretary of the Board of Trustees has already accepted some months ago the generous help from the General Education Board enabling us to appoint a Professor of School Organization and Special Agent of Schools.

I wish to express also my appreciation of this aid. I understand the proposition of the Board is to be an annual contribution of $2500.00 - $3,000. to go to salary and $500. for travelling expenses. For the first year the contribution is to be $1750.00 for salary and $500.00 for travelling expenses. Prof.H.W.Walker has been appointed to this position and entered upon his duties September 1st. He has a field of great usefulness before him in this State. Please convey to the Board our acceptance and appreciation of this contribution.

Very truly yours,

Francis P. Venable
President.

President's Office
University of North Carolina,
Chapel Hill, N.C.

Rec'd Gen. Ed. Bd.
NOV 6 1905

24202---November 4, 1905.

Dr. Wallace Buttrick,
General Education Board,
54 Williams St., New York City.

Dear Doctor Buttrick:-

I have been hoping that you would be able to come by and see us this fall and that we could then talk over the matter of the request for aid which I made to the General Education Board. As your coming may be delayed until the mid-winter I will try to make clear what I meant by suggesting that the counter-proposition, or condition, should come from the Board.

From my conversation with you I learned that various conditions had been suggested by you to institutions which had asked for help, or at least that you proposed to make such and such conditions. The usual conditions are; First, the raising of a similar amount by the institution aided. That I felt to be impracticable here because I am now trying to raise a large sum and if I succeed in doing that it is the limit of our power to help ourselves in that direction. At times I feel very doubtful as to whether I can complete the endowment required by Mr. Carnegie. A similar condition imposed by the General Education Board would simply mean that we would have to give up the plan and so lose the help altogether.

Secondly, such aid has been sometimes based on an increased appropriation from the legislature. This I was entirely willing to accept as a condition, only I felt sure that the additional

President's Office
University of North Carolina,
Chapel Hill, N.C.

Dr.W.B.#2.

appropriation could be secured more easily without the condition attached than with it and hence the attaching of such a condition by the Board would be more likely to defeat the purpose than to aid it.

A third possible condition would be some change of policy in the University. I am doing the very best I can in the line of directing this policy at present, having the assistance of a strong committee of the faculty and would only too gladly welcome any wise suggestion along this line entirely without any gift attached. In other words, if I saw any wise change of policy I would adopt it quite apart from anything concerning the General Education Board, but I do not know of anything else that we can do at present and hence, of course, have no suggestion along this line.

So the matter stands in this way. We need this building badly. The alumni and friends of the institution have been appealed to three times for aid in the last five years and cannot be pressed any further at present. The State is going to do all that lies in its power to help the institution without any pressure from outside. The attitude of the legislature to the University is all that we could ask for. I cannot appeal to the legislature for this building for a number of years to come because there are many other things which we must have first which the legislature will give, I believe, and for which I prefer no request to outside parties. I do not know whether your policy is to make any appropriations without conditions. I am leaving this matter entirely in your hands. If your Board feels

President's Office
University of North Carolina.
Chapel Hill, N.C.

Dr.W.B.S.

that they can make this appropriation to the University and will state the conditions upon which it is made we will do the best we can to fulfill them.

I shall be very glad to see you whenever you can come this far.

Sincerely yours,

Francis P. Venable

President.

N. C. 81a

April 21, 1906

Dr F P Venable

University of North Carolina

Chapel Hill, N. C.

Dear Dr Venable: Our Board has decided to continue its appropriation to State Universities for high school work for the fiscal year 1906-7. As soon as possible you and I will need to confer with each other regarding the matter of continuing Mr. Walker in this position. Before we decide this matter I will await the letter which you are to write as soon as you are free to do so.

Confidentially to you I would say that we are a little perplexed about this matter of reappointing him. Of course, we shall defer very largely to your judgment, but we are wondering whether he is securing a grip on the situation and is really organising and directing public sentiment. As I have said, however, we shall be governed very largely by your views.

With great respect, I am

Faithfully yours

Nathan Bachman

N. C. 81a

Rec'd Gen. Ed. Bd

APR 26 1906

President's Office
University of North Carolina,
Chapel Hill, N.C.

26821---April 24, 1906.

Dr. Wallace Buttrick,

General Education Board,

54 Williams Street, New York City.

Dear Dr. Buttrick:

Yours of April 21st received. I am glad that the Board has decided to continue its appropriation for the high school work. I think that good is being accomplished.

With regard to Mr. Walker, the Committee here is entirely satisfied with his work, which has been done strictly under their direction. He is an energetic worker, conservative and wise. He has taken a good hold upon the high school men in the State, and they have called upon him freely for assistance.

Several difficulties have presented themselves during the year.

First - with regard to the cooperation of the State authorities. This has been cleared up by tactful management and Superintendent Joyner has asked Mr. Walker to map out the course for the high schools and practically to take charge of that side of things - at least I so interpret it. Mr. Joyner is very busily engaged with the other sides of his work and we shall have to conduct the campaign somewhat independently.

Second - The State school law has brought up serious financial difficulties. Mr. Walker is on a committee to recommend changes in this law, which will be reported at the June meeting of the Teachers' Assembly, and will come before the Legislature at their meeting in the winter. Under the direction of the Committee he has been gathering facts and statistics which will enable him to properly present the matter before the Legislature.

I am very sorry that I will not be able to see you in Lexington, Ky. I find that I must give up the trip, though I had fully planned to go.

President's Office
University of North Carolina,
Chapel Hill, N. C.

27821-2

Several matters have arisen here which will keep me busily engaged for a couple of weeks, and I cannot go away without loss to the University.

Sincerely yours,

Francis P. Venable

President.

N. C. 81a

April 28, 1906

Dr Francis P Venable

Chapel Hill, N. C.

Dear Dr Venable: Your letter of April 24 I find on my return. I am very glad to know that you and your Committee are pleased with the work of Mr. Walker, for we have great confidence in your judgment of him and of his work. I wrote to you confidentially in which I reflected remarks of some members of our Board who have carefully read the reports that have come to us from all the high school representatives. As I said, we were only "perplexed" about the matter. What you say removes my perplexity and will doubtless remove the perplexity in the minds of the gentlemen of the Board who have spoken to me about it.

It is quite important that the report from the high school representatives shall show definite work done. I am inclined to think that it is Mr. Walker's modesty that keeps him from telling just how public sentiment may have been influenced and definite progress made through his efforts. I wonder if you and your associates may not from time to time suggest to him

facts regarding his work which might well be included in his reports in order that the men at this end of the line, who furnish the money and whose continued interest in our enterprise is so desirable, may appreciate Mr. Walker as you do.

I am glad this morning to receive a telegram from Mr. Walker saying that he will be at Lexington with the other high school men.

With great respect, I am

Most truly yours

Wallace Buttrick

President's Office
University of North Carolina,
Chapel Hill, N.C.

Rec'd Gen. Ed. Bd.
MAY 10 1906

26970---May 7, 1906.

N.C. 81a

Dr. Wallace Buttrick,

General Education Board,

54 Williams Street, New York City.

Dear Doctor Buttrick:

With regard to the high school condition in this State, the trouble lies chiefly with the present State law. It seems impossible under the law to get a county to vote on the question of taxing themselves for the support of such a high school. Outside of the towns very few of the townships in the State have taxable property enough to permit them to raise the fund. The State law forbids them taxing themselves beyond a certain small limit. The State is strewed with high school buildings which have failed for lack of support. They have chiefly been erected by subscriptions and by the churches. Such buildings are still going up over the State, but there is little or no future for them.

In this town, for instance, there is a $4,000. building erected by private subscription. The taxable property in the township amounts to only some $300,000. and the limit for local taxation is so nearly reached that it is scarcely possible to provide for the support of a good school out of the balance. Hence the school is run part of the year as a private school and is in a very shaky condition.

To my knowledge three of these schools have practically gone under during the year because of failure to have permanent support; one at Faison, one at Stem and one in Buncombe county. I have visited some of these and know the conditions.

It would, therefore, be of no lasting service for Mr. Walker or any of us to get up a public meeting and have the people subscribe for a school unless

President's Office
University of North Carolina,
Chapel Hill, N.C.

we could foresee the proper support of the school. He has been devoting his attention to the examination of favorable points for high schools in the future, and to getting such exact knowledge of the conditions that he could present the matter before the Legislature and get a change in the law. He is on the Legislature Committee of the Teachers' Assembly, and I think if we all work together the law can be so modified as to admit of the support of the country high schools.

I may say that this condition of affairs was not realized until Mr. Walker set to work. He stirred up county superintendents and people in two or three places and then found that the permanent support of a school could not be guaranteed. It would greatly impair the whole movement if we started in here and there and aroused the people and then failed to keep up the school.

I followed up Mr. Walker at Roxboro last week and found that he had done good work there, as far as it was possible to do anything. I had a church full of people to talk to and tried to persuade them to support their school properly. I think something can be accomplished there, as it is a town of 1700 or 1800 hundred inhabitants and of some commercial standing. They already have a school of nine grades but need further money for its strengthening.

I regret that I could not go to Lexington, but there were serious complications here which kept me at home.

Very truly yours,

Francis P. Venable

President.

May 18, 1906.

President F. P. Venable,

Chapel Hill, N. C.

Dear Dr. Venable:- Returning to the office after a considerable absence I found your letter of May 8, which has been acknowledged by Dr. Sage. I appreciate the perplexities under which Mr. Walker has been doing his work, particularly in the matter of the right sort of legislation for high-schools and I shall explain the matter fully to our committee.

I venture to suggest the advisability of adding Superintendent Joyner to the committee of the University on high school work. I know that you are in cordial cooperation with him, but it has occurred to me that if he were on the committee he would have a more definite sense of responsibility and perhaps would feel freer to volunteer suggestions. The effort to secure legislation favorable to the founding of high schools is of first importance, and in that effort we all need the hearty cooperation of all the educational forces of the State.

With great respect, I am,

Cordially yours,

Walter Hullock

President's Office
University of North Carolina
Chapel Hill, N.C.

Rec'd Gen. Ed. Bd.
MAY 23 1906

27156---May 21, 1906.

N.C. Pl a

Dr. Wallace Buttrick,

General Education Board,

54 Williams Street, New York City.

Dear Dr. Buttrick:

I think your suggestion about adding Supt. Joyner to the Committee a very wise one and I shall correspond with him immediately about this.

I regret very much that I failed to see you on either of my last visits to New York. One can talk over these matters so much more easily than correspond about them. Certainly, however, I shall see you at sometime in the late summer or fall and get your advice about many points in which I need help.

Sincerely yours,

Francis P. Venable

President.

N.C. 81

May 23, 1906.

Honorable J. Y. Joyner,

Raleigh, N. C.

Dear Mr. Joyner:-

While I was at Lexington I had a long talk with Mr. Walker about his high school propaganda. I suggested to him the advisability of having you made a regular member of the University Committee on high schools, a suggestion in which Mr. Walker heartily and cordially concurred. A few days since I wrote to President Venable renewing this suggestion. To-day I am in receipt of a letter from him, in which he says, "I think your suggestion about adding Superintendent Joyner to the Committee a very wise one, and I shall correspond with him immediately about this".

I hope dear Mr. Joyner that you will accept this appointment. It seems to me exceedingly important that this work of Mr. Walker should be closely identified with your work as superintendent of public instruction. Being on the Committee you will be in position to take the initiative in recommendations, & in the general direction of the propaganda.

Cordially yours,

Walter Battle

N.C. 81a

State of North Carolina
Office of
Superintendent Public Instruction,
Raleigh.

June 1, 1906. Rec'd Gen. Ed. Bd.
JUN 4 - 1906

Dr. Wallace Buttrick,

New York City.

Dear Dr. Buttrick:-

Continuous absence from my office has prevented an earlier answer to your letter of May 23rd. I shall be only too glad to aid in the work of establishing public high schools. I believe it to be the next essential step in the development of our public school system. I have not yet heard from Dr. Venable but I shall hope to see him and Mr. Walker at the University Commencement next week.

With best wishes,

Very truly yours,

J. Y. Joyner,

Supt. Public Instruction.

N.C. 81a

June 28, 1906

Prof N W Walker

Chapel Hill, N. C.

Dear Prof Walker: You will recall that when we were together at Lexington I expressed a desire for a brief summary of results achieved by each of the professors of secondary education during the past year. I dare say that you are preparing such a report, but lest it may have slipped your memory I take the liberty of reminding you of the matter.

I am aware that as modest men you shrink from telling the story of what you have been instrumental in bringing about. For this particular purpose, however, may I not ask you to throw aside all reserve and tell me just what has been the result of your endeavor for the past year. I would like to have this report so we may digest it early in September, then I will be able to bring it to the attention of our Board at a meeting to be held the last week in September. I believe in the value of this work, but there are reasons why it is important that we shall be able to tell the story of the work to the members of our Board and to others who are interested in promoting our work.

With great respect, I am

Faithfully yours

Wallace Buttrick

N. C. 81a

August 13, 1906

Prof N W Walker

Chapel Hill, N. C.

Dear Mr Walker: In conversation with Dr. Payne, Professor of Secobdary Education of the University of Virginia on Saturday last, he expressed some feeling of delicacy in reporting what had been achieved during the past year through his efforts. In further conversation it occurred to me to suggest that the report should be made by the president of the University. Dr. Payne at once accepted this suggestion.

I therefore write to all of the professors of secondary education ~~who~~ are kindly making reports to the General Education Board, asking that you shall request your respective University president to report to us the concrete results of the special work you are doing, not, of course, neglecting the more spiritual results. You can furnish the president with the necessary data and he will feel free to give you full credit for the work done.

Trusting that this will be satisfactory, I am, with great respect,

Faithfully yours

Wallace Buttrick

N. C. 81a

The University of North Carolina,
Department of School Organization.
Chapel Hill, N. C.

August 15, 1906.

Rec'd Gen. Ed Bd
AUG 18 1906

Dr. Wallace Buttrick,
New York City.

My dear Dr. Buttrick:

Your letter of the 13th inst. has been received suggesting that President Venable make the annual report of what has been achieved during the past year through my efforts. I thank you for the suggestion. I shall gladly turn over to him my report together with your letter in order that he may make any changes he deems

The University of North Carolina,
Department of School Organization.
Chapel Hill, N. C.

necessary or any additions he thinks advisable.

With good wishes and kind personal regards, I am

Cordially yours,

N. W. Walker

N.C. 81a

The University of North Carolina,
Department of School Organization.
Chapel Hill, N. C.

Sept. 7, 1906.

Dr. Wallace Buttrick,
54 William St.,
New York City.

Rec'd Gen'l Educ. Board
SEP 10 1906

My dear Dr. Buttrick:

The last week in August I turned over to Dr. Vaughan, in compliance with your request some weeks ago, the data necessary for the report which you asked me to make at the close of my first year's work. Owing to sickness and death in his family (not his immediate family, however) and the pressure of college duties just at the opening of the session, he has not been able to give this much proper attention. He has just returned the data to

The University of North Carolina,
Department of School Organization.
Chapel Hill, N. C.

me with the request that I make for him the report you require.

I very much regret that it has been impossible for him to give this matter his attention, and I regret, too, the delay thus caused.

I enclose herewith a brief statement of results (numbers achievements tho' they be) which I believe have been accomplished through the efforts of this department.

With good wishes and kind regards, I am

Cordially yours,

N. W. Walker

The University of North Carolina,
Department of School Organization,
Chapel Hill, N. C.

Rec'd Gen. Ed. Bd.
DEC - 6 1906

Dec. 4, 1906.

N.6.81a

Dr. E. C. Sage,
Newtown City.

My dear Dr. Sage:

I enclose herewith the tabulated statement of achievements in high school propaganda in North Carolina which you asked for the other day at Charlottesville.

I regret that owing to incomplete reports to-date the full story is not told.

With good wishes and kind regards, I am

Cordially yours,

N. W. Walker.

NIGHT MESSAGE.

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INCORPORATED

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This is an UNREPEATED NIGHT MESSAGE, and is delivered by request of the sender, under the conditions named above.

ROBERT C. CLOWRY, President and General Manager.

RECEIVED at the WESTERN UNION BUILDING, 195 Broadway, N. Y. vmgh 7-07

218 D WE TK 15 PD Nite

Chapell Hill N C 7

N.b. 71-9135

Rec'd Gen. Ed. Bd. MAR - 8 1907

Dr Wallace Butterick

54 William St New York N Y

We have fought a good fight, High school bill passed without dissentin

-g vote

N W Walker. 945 P

ALWAYS OPEN. MONEY TRANSFERRED BY TELEGRAPH. CABLE OFFICE.

March 11, 1907

Professor H W Walker

Chapel Hill, N. C.

Dear Mr Walker: I thank you for your telegram informing me of the action of the North Carolina Legislature regarding high schools. You have done a fine piece of work, and I warmly congratulate you.

Sincerely yours

Wallace Buttrick

N. 681a

The University of North Carolina,
Department of School Organization,
Chapel Hill, N. C.

Rec'd Gen. Ed. Bd.
MAY - 9 1907

May 7, 1907.

Dr. Wallace Buttrick,
2 Rector St.,
New York.

My dear Dr. Buttrick:

Your letter has been received stating that I may send a list of not more that fifty (50) names to Mr. Bixby with the understanding that he will mail to each one of the persons named his special number of the Review containing reports of the conferences at Charlottesville. Please accept my sincere thanks for your generous offer. I am sending the list to Mr. Bixby at once.

There is another matter I wish to ask you about. I know, of

The University of North Carolina,
Department of School Organization,
Chapel Hill, N. C.

course, of your decision not to make any more gifts or donations to secondary schools. Would it be possible for one of our cities (Asheville) to secure a loan of a few thousand dollars for a high school building to be paid back with interest in annual payments of, say, One thousand dollars? Supt. Tighe writes me that their bond issue is not sufficient to erect such a high school building as they have decided to have and they will be obliged to borrow.

Kindly let me hear from you with regard to this matter.

Very Truly Yours,

N. W. Walker

May 10, 1907.

Prof. N. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

Dear Sir:-

In the absence of Dr. Buttrick I acknowledge the receipt of your letter of May 7th. Replying to your inquiry I would say it is not the policy of the General Education Board to make loans for high school buildings or, indeed, to institutions of learning of any grade for such purposes.

Yours truly,

E. C. SAGE

N.b 51a

June 21, 1907

President F P Venable

Chapel Hill, N. C.

Dear Dr Venable: I have pleasure in informing you that I am authorized to say that the General Education Board will continue its appropriation for the salary and traveling expenses of a Professor of Secondary Education in the University of North Carolina for the fiscal year 1907-8 on the same terms and conditions as those obtaining for the fiscal year 1906-7.

Very truly yours

Wallace Buttrick

N C H a

April 28, 1908

Prof N W Walker

Chapel Hill, N. C.

Dear Prof Walker: Herewith I send you a questionnaire which I would like to have you fill out and return to me at the earliest practicable date. The question of continuing our appropriations for the Professors of Secondary Education for the forthcoming year will be considered at a meeting of our Board to be held the latter part of May. It is important that I shall have these data in hand not later than the 12th for I wish to have them manifolded and sent to all the members of the Board.

Trusting that you will be able to comply with this request, I am

Cordially yours

Wallace Buttrick

DEPARTMENT OF EDUCATION

SECONDARY EDUCATION
N. W. WALKER

PEDAGOGY
M. C. S. NOBLE

The University of North Carolina,
Chapel Hill, N. C.

N. C 81

RECEIVED
MAY 11 1908
GENERAL EDUCATION BOARD

May 9th, 1908.

Dr. Wallace Buttrick,

2 Rector Street,

New York City.

My dear Dr. Buttrick:

I am forwarding herewith the questionnaire which you sent me some days ago. I could have sent it in earlier, but was away from home when it came. I trust, however, it will reach you in ample time.

It has been rather difficult to give you exact figures for the calendar years as all our educational reports are made for the school year which begins July 1st of one calendar year and ends on June 30th of the next. The figures given, however, are approximately correct.

With good wishes, I am

Cordially yours,

N. W. Walker

P.S.: Your questionnaire asks for facts showing results of work done by Professors of Secondary Education. It would folly for me to claim that the results achieved have been wholly due to my efforts.

Supplements A & B will follow by next mail.

11 C 812

May 28, 1908

President F P Venable
University of North Carolina
Chapel Hill, North Carolina

Dear Sir: At a meeting of our Board held May 26, 1908 I was authorized to inform you that the General Education Board will continue its appropriation to the University of North Carolina for the salary and traveling expenses of a Professor of Secondary Education for the fiscal year 1908-9 on the same terms and conditions as those obtaining for the fiscal year 1907-8.

Very truly yours

Wallace Buttrick

N.C.F.1a

September 11, 1908

Prof N W Walker.

Chapel Hill, N. C.

Dear Mr Walker: We are making a careful re-study of colleges in the Southern states. In connection with that study we are anxious to have definite up-to-date information regarding the number of high schools in the several states. I enclose you herewith a list of counties in the state of North Carolina with columns in which you can indicate the number of high schools in the several counties under the head of "one year", "two year", "three year" and "four year". If you will fill out this blank and return in the enclosed stamped envelope I will greatly appreciate the favor. Please do not wait to verify or correct information which you may now have. Let us have your own best present knowledge on the subject.

Very sincerely yours

Wallace Buttrick

January 11, 1909

Professor N W Walker

Chapel Hill, N. C.

Dear Mr Walker: I have just been reading your first annual report for the year ending June 30, 1908 and hasten to congratulate you on this splendid statement. It shows that you have done fine work, that you know definitely what you want to do, and that you know how to tell in a succinct and satisfactory was what has been accomplished. I thank you for this fine piece of work. Will you not send me fifteen additional copies in order that I may send one, covered by a personal letter, to every member of our Board.

Cordially yours

Wallace Buttrick

DEPARTMENT OF EDUCATION

SECONDARY EDUCATION
N. W. WALKER

PEDAGOGY
M. C. S. NOBLE

The University of North Carolina,
Chapel Hill, N. C.

January 13th, 1909.

RECEIVED
JAN 15 1909
GENERAL EDUCATION BOARD

Dr. Wallace Buttrick,
2 Rector Street,
New York City.

My dear Dr. Buttrick:

I wish to express to you my sincere appreciation of your kind words of the eleventh instant concerning my first annual report of the public high schools of North Carolina. I am glad to know that you think some progress has been made. I am sending forward the fifteen additional copies as you request. If more copies are desired, I shall be glad to send them.

I have no doubt that, by proceeding along somewhat different lines from the beginning, we could have made a more showy report for the first year, and that we should be able to make a more creditable showing for the next year or two. But we are building for the future, and I confidently believe a proper beginning, though not a noisy one, has been made, and that in a few years we shall get large results. It took some faith and no little patience to begin as we did, but I believe that when we consider the temperament of our people and the adverse conditions under which we have had to labor, time will demonstrate that no fundamental mistake has been made.

With all good wishes and kind personal regards, I am

Cordially yours,

N. W. Walker

n-71-a

March 16, 1909

Prof N W Walker

Chapel Hill, N. C.

Dear Mr Walker: The Professors of Secondary Education are requested to meet at Atlanta on Monday the 12th of April proximo at 7 p. m. and Tuesday. It is the desire of the executive officers of the Carnegie Foundation for the Advancement of Teaching and the General Education Board to have an informal, practical, and quite private Conference with the professors of secondary education regrding the entire high school situation and propaganda in the Southern states. It is expected that Dr Pritchett and Mr Abraham Flexner of the Carnegie Foundation will be present, Mr Wickliffe Rose of the Peabody Education Fund, and Secretaries Buttrick and Sage of the General Education Board.

This meeting will probably be held in a room at the Piedmont Hotel, but due and particular notice will be given one or two weeks before the 12th as above.

Your necessary traveling expenses will be defrayed jointly by the General Education Board and the Carnegie Foundation. We sincerely hope that nothing will prevent your attendance.

Yours truly

E. C. SAGE

N. C. 8L-2

April 3, 1909.

Prof. N. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

Dear Sir:-

Particular notice is hereby given that the meeting of the Professors of Secondary Education and the representatives of the Carnegie Foundation for the Advancement of Teaching and of the General Education Board will be held in Piedmont Hotel, Atlanta, Georgia, Monday, April 12th, at 7:00 p.m.

Special attention is called to the fact that this is a private conference and that public notice of the meeting ~~was~~ will not been given.

Yours truly,

E. C. SAGE

ES/CH

N.C 81a

May 28, 1909

Dr F P Venable

Chapel Hill, N. C.

Dear Dr Venable: I have pleasure in informing you that at a meeting of the General Education Board held May 25, 1909 the sum of $3000 was appropriated to the University of North Carolina for the salary and traveling expenses of a Professor of Secondary Education for the fiscal year 1909-10.

With great respect, I am

Faithfully yours

Wallace Buttrick

N. C. 81

June 12, 1909.

Prof. N. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

Dear Sir:-

Mr. Abraham Flexner of the Carnegie Foundation informs me that he has sent you a number of blanks for information regarding the public high schools in your state. He said that one copy of the report which you will make on these blanks is intended for the use of the General Education Board. When you have filled out the blank will you kindly send us a duplicate in accordance with this purpose.

Assuring you of our high appreciation of this service, I am

Yours very truly,

Asst. Secretary.

N. C 81

December 21, 1909

Prof N W Walker

Chapel Hill, N. C.

Dear Mr Walker: I have been making a little study of the Appalachian region, and the thing that staggers me is the number of private or incorporated schools with which you have to contend in your effort to establish public high schools. I would like to know the public high schools in the attached list of counties of western North Carolina, with a statement as to their exact location, grade and character. Can you or your secretary let me have this information at an early date.

Cordially yours

Wallace Buttrick

The University of North Carolina
Chapel Hill

DEPARTMENT OF EDUCATION

N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF HIGH SCHOOLS

M. C. S. NOBLE
PROFESSOR OF PEDAGOGY

RECEIVED
JAN
1910
GENERAL EDUCATION BOARD

January 17, 1910.

Dr. Wallace Buttrick,
2 Rector Street,
New York, N. Y.

Dear Dr. Buttrick:

I was sick at the time your letter of Dec. 21st came, and am just now catching up with my corespondence. Hence this great delay in replying. I very much regret that the statement which I herewith enclose could not reach you earlier. I hope, however, it will reach you in time to serve the purpose for which you ask it.

Several of the Public High Schools recently established in the mountain counties are progressing nicely. Most of them, however, have been handicapped in their development, and will be for some years to come, by the nemerous private schools in the mountain region. In some of the western counties the Public High School movement has been heartily encouraged, in others regarded with indifference, and in several it has met very positive opposition. You will see, then, that Public High School building in western North Carolina up until this time has been no easy task. The opposition that we have had to meet has been caused for the most part by over-zealous advocates and supporters of certain denominational schools. The tide, however, is beginning to turn, and I am confident that in the next few years a number of those private and denominational schools that have caused no little

The University of North Carolina
Chapel Hill

DEPARTMENT OF EDUCATION

N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF HIGH SCHOOLS

M. C. S. NOBLE
PROFESSOR OF PEDAGOGY

opposition will be converted into Public High Schools. Several such conversions have already taken place and others are bound to follow.

With good wishes and kind personal regards, I am ,

Cordially yours,

N. W. Walker

Dict. W/W.

January 19, 1910

Professor N. W. Walker,
The University of North Carolina,
Chapel Hill, N. C.

Dear Mr. Walker: On behalf of Dr. Buttrick, who has not yet returned to the office, I thank you for your letter of January 17, with enclosure of a statement regarding public high schools in the mountain counties of North Carolina.

Very truly yours,

E. C. SAGE

RECEIVED
JAN 1910
GENERAL EDUCATION BOARD

PUBLIC HIGH SCHOOLS IN THE MOUNTAIN COUNTIES OF NORTH CAROLINA

High School	Post-Office	Principal	Years	Pupils
Alexander County				
Stonypoint ✓	Stonypoint	J. W. Hendren	2	23
Taylorsville ✓	Taylorsville	A. V. Cole	3	50
Alleghany County				
Turkey Knob ✓	Mouth of Wilson, Va.	E. L. Wagnener	2	53
Ashe County				
Helton ✓	Sturgills	G. O. Goodman	2	45
Buncombe				
Barnardsville ✓	Barnardsville	W. H. Hipps	2	33
Fairview ✓	Fairview	H. T. Hunter	3	48
Hominy Valley ✓	Candler	A. B. Bryan	2	28
Burke County				
Glen Alpine ✓	Glen Alpine	Frank Edmondson		
Caldwell County				
Granite Falls ✓	Granite Falls	G. M. Garrison	2	13
Cherokee County				
Andrews ✓	Andrews	J. H. Harwood	3	38
Murphy ✓	Murphy	L. E. Mauney	3	39
Clay County				
Hayesville ✓	Hayesville	D. M. Stallings	2	38
Graham County				
Andrews# ✓				
Haywood County				
Roch Hill ✓	WaynesvilleR 2	J. W. Dellinger	3	33
Rock Spring ✓	Clyde, R. F. D.	D. Z. Newton	2	15
Henderson County				
Hendersonville ✓	Hendersonville	R. M. Ivins	3	103
Jackson County				
Webster ✓	Webster	J. O. Allen	3	19
McDowell County				
Nebo ✓	Nebo	C. H. Weaver	4	51
Macon County				
Cowee ✓	West Mills	Mary MCDowell	2	10
Higdonville ✓	Higdonville	Miss Laura M. Jones	2	15
Iotla ✓	Franklin R. F. D. 3	E. N. Thorn	2	46
Madison County				
Madison Seminary ✓	Marshall	R. G. Anders	2	14
Spring Creek ✓	Spring Creek	Charles E. Jarvis	3	35

Mitchell County					749
Spruce Pine	✓	Spruce Pine	E. W. Cooke	2	30
Polk County					
Columbus	✓	Columbus	H. L. Koontz	2	19
Rutherford County					
Henriteta	✓	Henriteta	L. R. Hoffman	2	33
Surry County					
Dobson	✓	Dobson	E. Leff Wagner	3	34
Elkin	✓	Elkin	Miss Be tie Allen	3	52
Pilot Mountain	✓	Pilot Mountain	H. F. Pardue	3	34
Rockford	✓	Rockford	Jere Day	2	17
Swain County					
Bryson City	✓	Bryson City	Eugene Harris	3	26
Whittier	✓	Whittier	Ada Goodwin	2	15
Transylvania County					
Penrose	✓	Penrose	J. H. Nanny	2	18
Rosman	✓	Rosman	G. O. Rogers	2	10
Watauga County					
Cove Creek	✓	Amatha	Mrs. R. M. Fathing.	2	14
Wilkes County					
Ronda	✓	Ronda	M. F. Bumgarner	2	17
Wilkesboro	✓	Wi kesboro	E. G. Suttlemyre	3	63
Yancey County		No School			1131

#Provision is made for the Public High School pupils and Public Teachers of Graham County to attend Andrews High School in Cherokee County free of tuition.

In this list I have included only those high schools that are directly under my supervision; that is to say, only those high schools that receive State aid. It must be understood that there are high schools publicly maintained in all the larger towns of this section. The following are the principal ones:

Asheville, Morganton, Lenoir, Waynesville, Canton, Marion, Franklin, Mt. Airy, Brevard, North Wilkesboro, (Hendersonville is included in the list above since it gets State aid).

No. 6819

March 25, 1910

Professor N. W. Walker,

University of North Carolina,

Chapel Hill, N. C.

Dear Dr. Walker: I am sending you a blank form which explains itself. Inquiry has been made at our office repeatedly as to what has been done in the several states of the South for the secondary education of the colored people. I do not know of anyone so li ely to be well informed on the question in your state as yourself. I therefore ask if you will let me know. By public schools we do not mean private schools that receive a little public aid, but schools that are public high schools, just as there are public high schools for white people.

Trusting that it will be practicable for you to furnish us with this information, which will be of real value to us in our general studies, I am,

Cordially yours,

Wallace Buttrick

N.C. 81a

The University of North Carolina
Chapel Hill

DEPARTMENT OF EDUCATION

N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF HIGH SCHOOLS

M. C. S. NOBLE
PROFESSOR OF PEDAGOGY

RECEIVED
APR 6 1910
GENERAL EDUCATION BOARD

April 4th, 1910.

Dr. E. C. Sage,
2 Rector Street,
New York City.

My dear Doctor Sage:

When Imleft the office the other day I told Mr.Joyner to say to you that I would send the information you wanted concerning the Wakelon school and also a statement as to our next step forward in the high school work in this State, on my return home Saturday. I was unexpectedly delayed for several hours by a wreck and did not get in until Saturday afternoon. I am here to-day for just a few hours before leaving for Little Rock. It will be impossible for me to get the information to you this week but I will give the matter immediate attention on my return early next week. I very much regret that I could not get this to you earlier but I hope it will reach you in time to serve the purposes for which you desire it. I hope you will understand the reason for this delay.

Cordially yours,

N. W. Walker

State Inspector of Public High Schools

Dictated
W-W.

N.C. 8/1.a

April 19, 1910

Professor N W Walker
University of North Carolina
Chapel Hill, N C

Dear Mr Walker: The report on the progress in the development of high schools in the South will be manifolded soon after May first. It is very desirable that statistics from North Carolina should be incorporated with those from other states. I am sure that you will wish to have your report appear with those from other professors of secondary education. I, therefore, beg to write that we shall be glad to receive your report on the blanks which I left with you at the earliest possible date.

Yours very truly

E. C. SAGE

N. C. 81

May 26, 1910

President F. P. Venable,

University of North Carolina,

Chapel Hill, N. C.

My dear Dr. Venable: I have pleasure in informing you that at a meeting of the General Education Board held May 24, 1910 the sum of $3,000 was appropriated to the University of North Carolina for the salary and traveling expenses of a professor of secondary education for the fiscal year 1910-11.

Cordially yours,

Wallace Buttrick

N.C. 811

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

Mar. 8, 1911.

Dr. Wallace Buttrick,

#2 Rector St., New York City.

My dear Dr. Buttrick:

I am glad to report to you that our General Assembly, which has just closed its session, increased our annual appropriation for public high schools from $50,000 to $75,000. In addition to this it provided for the establishment of farm life schools by making an annual appropriation of $25,000. This makes our annual high school appropriation by the State $100,000. Considering the depleted condition of our State treasury when the legislature met and the numerous demands for increased appropriations that were made by all the State's institutions, I think the legislature has been generous to the high schools. I think this recent action of our legislature may be taken as an expression of appreciation and of approval of the work so far accomplished in high school development in North Carolina. Before very long I shall send you a copy of the farm life school bill.

With good wishes and kind personal regards, I am,

NWW-OL

Cordially yours,

N. W. Walker

ARCHIVAL COPY

March 10, 1911

Professor H. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

Dear Mr. Walker: Your letter of March 8 is at hand. I am delighted to know that the General Assembly has increased the State appropriation from $50,000 to $75,000, and that it has made a further appropriation of $25,000 for farm life schools. We congratulate you on the success of your efforts in this respect.

Very truly yours,

Wallace Buttrick

N.C. 81a

February 14, 1911

Professor N W Walker

University of North Carolina

Chapel Hill, N C

Dear Doctor Walker: We are sending you herewith blank forms similar to those sent to you last year. It is our desire to prepare a report for the members of our Board at the earliest practicable date showing what progress has been made during the calendar year 1910. It is important that these data shall in no way overlap the data sent last year. It would be a great favor to us if you will prepare this report and send it to us not later than March 15th proximo.

The question of renewing appropriations for professors of secondary education will come up at our next meeting. It is important that the members of the Board shall have definite knowledge some time before that meeting is held, which shall show what has been done during the year 1910.

Very truly yours

Wallace Buttrick

N.C.81a

May 26, 1911

President F. P. Venable,
University of North Carolina,
Chapel Hill, N. C.

Dear Dr. Venable: I have pleasure in informing you that at a meeting of the General Education Board held May 25, 1911, the sum of $3,000 was appropruated to the University of North Carolina for the salary and traveling expenses of a professor of sedondary education for the fiscal year 1911-12.

I enclose you herewith the form under which these contributions are made.

Cordially yours,

Wallace Buttrick

N. C. 81a

August 25, 1911.

Professor N. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

Dear Professor Walker:

It is the purpose of our office to resume the editing and manifolding of the reports of the Professors of Secondary Education. I am therefore writing a letter similar to this to every Professor of Secondary Education with whom we are having business relations.

Permit me to quote below the following paragraph from the original agreement of the General Education Board with our Professors relative to the matter of reports:

> Article 4: "He shall be required to give an accurate monthly statement of the actual time spent in the field in this work and shall report on the schools established by him and visited by him with all the attending circumstances, shall file the same with the Department of Education of the University and shall furnish copies of the same to the General Education Board."

It is our purpose to prepare in this office summarized statements gathered from these individual reports. It is our plan to manifold these summaries monthly. It is important therefore that each report should cover a calendar month, and it is desirable that it should reach this office not later than the

10th day of the following month. In this connection, permit me to say that the appropriations for this work are made annually and that in order to maintain the interest of the Board it is important that they should know what is being done.

I am sending you under separate cover a copy of a report by Professor L. L. Friend of West Virginia and also a copy of a map prepared in this office containing facts based upon this report. The form in which this report is presented makes possible the graphic presentation of the facts. This report, it will be noticed, covers the work of four months; a briefer report for each month presented in a similar manner with necessary modifications by the professors of the several states will enable us to present the facts in a clear and impressive manner to our Board.

Yours truly,

E. O. SAGE

N.C. 812

November 25, 1911.

Professor N. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

My dear Professor Walker:

Certain members of the Board have sent a request to our office for further information in regard to the public high schools which have been established in the Southern States since our Board began its work in that field. We have been examining the reports which you have kindly sent to us and we have concluded that a more satisfactory reply could be given if we ask for a new and slightly fuller statement from each of the professors of secondary education. Therefore, I am sending to you herewith certain blanks with the request that you kindly fill them out and return them to us.

We do not ask you to make further investigation but to base the report upon the statistics which you already have in your office. The blanks are so drawn that I am quite sure that this will not be a very great task. Let me explain, however, that we wish a complete list of the schools which have been established since the inau-

guration of this work through the appropriation made by the General Education Board, that is, we wish a list of schools established in each successive year since the work began but that the statistics shall be for the latest year available.

I wish to assure you of our high appreciation of the work which has been done in North Carolina and also to assure you that the report which we shall make to the Board on the basis of the reports sent to us from each of the professors of secondary education will prove equally gratifying to the members of the Board.

Yours very truly,

E. C. SAGE

N.C. 81a

February 23 1912

Professor N W Walker
University of North Carolina
Chapel Hill N C

My dear Mr Walker: As you know the Conference for Education in the South will be held at Nashville, Tenn., April 3, 4 and 5, beginning with the evening session on the third.

Preliminary to the meetings of the Conference for Education in the South there will be informal joint conferences on Monday, Tuesday and Wednesday, April 1, 2 and 3. These joint conferences will embrace State Directors of Sanitation, Supervisors of Agricultural Demonstration Work, Professors of Secondary Education and State Supervisors of Elementary Schools. Dr Rose and I have also invited the Presidents of the several State Universities in the South and the State Superintendents of Education.

The room in which these conferences will be held is small and the invitation cannot be extended to persons other than those named above.

I have made out a tentative order for the conferences:

Monday: State Supervisors of Elementary Schools
Tuesday A M: Professors of Secondary Education
Tuesday P M: Representatives of the Boys and Girls Demonstration work
Wednesday A M: State Directors of Sanitation
Wednesday afternoon: To be arranged.

I hope that it will be possible for you to be present during all of these meetings. It is our desire that while each meeting shall be in immediate charge of its special representatives, the representatives of the other kinds of work shall be present. You will at once recognize that it is our aim to effect more complete coordination of the several kinds of work.

Your expenses will be paid.

Cordially yours,

Wallace Buttrick

N.C. 81a

March 20, 1912

Mr N W Walker

University of North Carolina

Chapel Hill, N C

Dear Mr Walker: I enclose you herewith a tentative outline for the meetings to be held at Nashville on April 1, 2 and 3. You will notice that the high school men are to have Tuesday afternoon. I would like to have you prepare an address of not more than fifteen minutes on the country high school and rural sanitation. Such progress has been made in North Carolina as to fit you peculiarly for this address. There will be three of these more formal addresses and it is necessary that they shall be limited to fifteen minutes each.

Cordially yours

WALLACE BUTTRICK

N.C 81 a

March 21, 1912.

Professor N W Walker,
University of North Carolina,
Chapel Hill, N C

Dear Professor:

Under a seperate cover I am sending you a set of maps showing the number and approximately the lacation of new public high schools in the Southern States. These maps are based upon the special reports furnished to our office by the professors of secondary education in the respective states.

Will you kindly examine these maps for the following purposes:

1. The correction of any errors that may appear.
2. The offering of any suggestions of any nature at the informal conferences which are to be held at Nashville.

Please bring these maps with you when you come to Nashville.

Yours very truly,

N.C. 81a

April 30, 1912

Professor H W Walker

University of North Carolina

Chapel Hill, North Carolina.

Dear Professor Walker: The General Education Board is making preparations to publish a Decennial Report. In that report it is proposed to incorporate maps showing the development of public high schools in the Southern States. We desire to have these maps absolutely correct. Therefore, I am asking you kindly to revise the map for North Carolina with this additional information, namely, the exact location in each county of the new public high schools. Will you please place the figure 4, 3, or 2 within the boundaries of the respective counties, so as to indicate as nearly as possible the location of the school represented by the figure. You will note that "4" stands for a four year high school, "3" for a three year school, "2" for a two year school. In printing these maps we shall not include "one-year high schools." In making this revision you will, of course, correct any errors which you find in the map which I enclose

and also add any school which we may have omitted. Please state on the map the year when work reported began and the date to which report is made.

As the work of preparation of the Decennial Report of the General Education Board is going forward rapidly we should appreciate the receipt of this information at the earliest practicable date, in order that it may be included with other matter which will soon be put into the hands of the printer.

Very truly yours

E. C. SAGE

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

RECEIVED
MAY
15
1912
GENERAL EDUCATION BOARD

May 14, 1912.

N.C 81-a

Dr. E. C. Sage,

17 Battery Place, New York.

Dear Dr. Sage:

Under separate cover I am mailing to you the map which you sent me to be filled out some days ago. I was absent when it came or should have returned it earlier.

It is barely possible that the number of four-year and three-year high schools reported for this year will be an excess over the numbers given, since several other schools that reported in the preliminary report last fall that they would add the additional year have not been finally heard from. We shall not know whether or not they have actually added the third and fourth year classes until the final reports are in. I make this explanation in order that you may understand any seeming discrepancy that may appear in the report now sent and in my fifth annual report to be published for the current year.

I shall be very glad indeed to have a copy of the Decennial Report of the General Education Board when it is ready for distribution.

Very truly yours,

NWW&OL

N. W. Walker
State Inspector of High Schools.

N.C 87 a

May 27, 1912

President Francis P Venable
University of North Carolina
Chapel Hill, N C

Dear Dr Venable: I have pleasure in informing you that at a meeting of the General Education Board, held May 24, 1912, the sum of $3,000 was appropriated to the University of North Carolina for the salary and traveling expenses of a professor of secondary education for the fiscal year 1912-13.

Cordially yours

WALLACE BUTTRICK

NC 81a

November 14, 1912

Professor H W Walker

University of North Carolina

Chapel Hill, N C

Dear Professor Walker: Under date of July 19th Doctor Buttrick wrote to the several Professors of Secondary Education requesting that a report be prepared somewhat after the form of one enclosed. From nearly all of the professors we have received such reports and they have been manifolded for limited distribution. I am quite sure that you will want your state to be represented in this summary of facts showing the progress which has been made. We should be pleased to receive the report as soon as you may conveniently send it in order that it may be bound with the others which will be sent to the several members of our Board.

Yours very truly

C. SAGE

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

RECEIVED
DEC 24 1917
EDUCATIONAL BLDG.

NC 810

Dec. 21, 1917.

Manuscript

Dear Dr. Size: Fill

I regret exceedingly that I have not been able to get the enclosed paper to you earlier. This has been the busiest fall I have ever had, it seems to me, and I have had no time to give to this before. It has been thrown together hurriedly with no time for revision. I fear it is neither well balanced nor coherent. I think I should work it over and publish it in the High School Bulletin.

Wishing you a Merry, Merry Christmas and a Happy New Year,

I am

Cordially yours,

N. W. Walker

926.81a

March 3, 1913

Professor W M Walker
University of North Carolina
Chapel Hill, North Carolina

Dear Mr Walker:- On Friday evening April 18th at Richmond we are to have thirty minutes for reporting what has been accomplished by the Professors of Secondary Education. You have been chosen to speak for North Carolina and we have allowed you eight minutes for that purpose. I am sure that you will be able to say just the right thing within the time limit.

I have asked Dr Bourland to write you regarding the possibility of using a steropticon.

Cordially yours

Wallace Buttrick

Southern Education Board

725 SOUTHERN BUILDING
WASHINGTON, D. C.

WICKLIFFE ROSE
EXECUTIVE SECRETARY

RECEIVED
APR 2 1913
GENERAL EDUCATION BOARD

March 31, 1913

N b 8 1 a

Dr Wallace Buttrick
17 Battery Place
New York City

Dear Dr Buttrick: The following extract from a letter written by Superintendent J Y Joyner to Mr Fries will be of interest to you:

"As you have seen from the papers we succeeded in securing the passage of the six months school bill and the compulsory attendance bill. Our campaign fund was most serviceable in enabling me to organize the forces and bring public sentiment to bear upon the General Assembly in behalf of these measures. The teachers, the farmers, the womens clubs and the Junior Order were all organized into effective cooperation. Without the aid of the few hundred dollars from the campaign fund I do not see how we could have carried on our campaign for these measures successfully. I confidently believe that these are the longest forward steps educationally taken by the state in the past decade, and I feel profoundly thankful to the Assembly and to all the good friends that helped."

Very sincerely yours

Wickliffe Rose

President's Office
University of North Carolina,
Chapel Hill, N.C.

RECEIVED
MAY
28
1913
GENERAL EDUCATION BOARD

May 27th, 1913.

N.C. 81a

Dr. Wallace Buttrick,
17 Battery Place,
New York City.

Dear Doctor Buttrick:

I thank you for your letter of May 24th informing me that the General Education Board will continue its appropriation to the University of North Carolina for the fiscal year 1913-14. I appreciate this action of the Board as it is a material aid to us in our somewhat cramped financial condition.

We have completed our new building, the George Peabody Hall, for the school of education and are planning to begin the work of this school next fall and make it a real power in the educational system of the State.

Sincerely yours,

Francis P. Venable

N.L. 81a

May 24, 1913

President Francis P Venable
University of North Carolina
Chapel Hill, N C

Dear Dr Venable: I have pleasure in informing you that at a meeting of the General Education Board, held May 23, 1913, the sum of $3,000 was appropriated to the University of North Carolina for the salary and traveling expenses of a Professor of Secondary Education for the fiscal year 1913-14.

Cordially yours

WALLACE BUTTRICK

11.6.8 1a

June 13, 1913

Professor N W Walker

University of North Carolina

Chapel Hill, N C

Dear Mr Walker: Arrangement has been made for a conference of the Professors of Secondary Education in New York City the coming autumn. It is our wish to begin the conference on Monday, September 22, 1913. It should continue for two or three days, or possibly four. Your necessary expenses will be defrayed by the General Education Board. It is our sincere hope that you may be able to attend this conference and that we shall all profit thereby.

Cordially yours

WALLACE BUTTRICK

N.C. 8/2

June 26, 1913

Professor N W Walker

University of North Carolina

Chapel Hill, North Carolina

Dear Professor Walker:- It has been learned by us that it will be difficult for certain of the Professors of Secondary Education to visit New York on the day appointed for our conference. For this reason it has been decided to postpone the conferenpe onw week, namely until Monday September 29. I hope that this date will be found convenient for all.

Very truly yours

H.C.SAGE.

W.W. 8/2

September 17, 1913

Professor N W Walker
University of North Carolina
Chapel Hill, North Carolina

Dear Professor Walker:- Reservations have been secured by us for all the Professors of Secondary Education at the Hotel Seville, Madison Avenue and 29th Street. If you find it convenient to stop at that hotel please register in the name of the General Education Board.

Our office opens Monday morning at 9 o'clock and probably most of the Professors will arrive at about that time. No formal program for the conference has been prepared but business of interest and importance will occupy our time for a large part of the week and I hope that it will be convenient for you to stay until the close of the conference.

Anticipating the pleasure of meeting you again, I am,

Very truly yours
[redacted]D. SAGE.

NC 81a

November 15, 1913.

Professor N W Walker

University of North Carolina

Chapel Hill, N C

Dear Mr Walker: You will recall that at the time of your recent visit to New York a request was made that you kindly furnish to us some information in regard to the number of boys in the public high schools of your state. The information to be of service to us must be quite definite. May I ask you, therefore, kindly to provide us with a statement covering the following facts:

1. A list of the four year high schools;

2. The number of boys in the fourth year of each of these high schools.

Will you please let us have this information as promptly as you can conveniently.

Very truly yours

R. C. SAGE

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION
OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

RECEIVED DEC 5 1913 GENERAL EDUC.

Dec. 2, 1913.

N 681a

Dr. E. C. Sage,
17 Battery Place,
New York.

My dear Dr. Sage:

I regret that almost continuous absence from my office for the past two weeks has prevented an earlier reply to your letter of November 15th. In compliance with your request, I enclose herewith ~~a~~ lists of our four year high schools, rural and city, and the number of boys in the fourth year of each of these high schools. I hope this will reach you promptly and be of service to you.

Cordially yours,

N. W. Walker

State Inspector of High Schools.

OL
Enc.

1912-13.

NORTH CAROLINA
RURAL SCHOOLS.

Four Year High Schools	Post Office, if not same as name of school.	Number of boys in fourth year.
Stony Point		5
Taylorsville		2
Morven		2
Pantego		0
South Mills		2
Atlantic		3
Startown, Ne	Newton, N. C., R.1.	4
Siler City		2
Andrews		3
Grover		3
Chadbourn		2
Whiteville		3
Dover		2
Churchland	Linwood, N. C., R.1.	1
Teacheys		5
Warsaw		4
East Durham		1
Battleboro		0
Tarboro		4
Bethania		2
Walkertown		7
Dallas		4
Creedmoor		0
Hookerton		0
Jamestown		1
Monticello	Brown Summit	2
Pleasant Garden		3
Clyde		0
Hendersonville		8
Harmony		3
Benson		5
Williamston		0
Nebo		4
Biscoe		1
Carthage		3
Southern Pines		0
Castalia		0
Rich Square		3
Seaboard		4
Richlands		0
Chapel Hill		2
Burgaw		4
Bethel		3
Farmville		0
Columbus		2
Roberdel		1
Lumber Bridge		0
Rowland		1
Ruffin		2
Clinton		0
Laurinburg		3
Pilot Mountain		1
Cary		12
Wakelon		2
Falling Creek		0
Pikeville		1
Wilkesboro		4
Lucama	Bonnville	3

o/139

NORTH CAROLINA 1912-13.
CITY SCHOOLS.

Four Year High Schools	Post Office, if not same as name of school.	Number of boys in fourth year.
Burlington		5
Asheville		23
Canton		2
Charlotte		7
Concord		11
Dunn		4
Durham		22
Edenton		1
Elizabeth City		10
Elm City		1
Fremont		10
Goldsboro		10
Greensboro		14
Hickory		1
High Point		10
Kinston		6
Lenoir		3
Lexington		6
Mooresville		0
Morganton		7
Mt. Airy		5
North Wilkesboro		2
Oxford		3
Plymouth		2
Raleigh		15
Salisbury		15
Scotland Neck		7
Smithfield		5
Washington		2
Waynesville		9
Weldon		2
Wilmington (boys in 4th and 5th year)		28
Wilson		9
Winston		11.

268

NC 81a Professor of Secondary Education 1914-1926

Box 106 Folder 961

GEB

nb 81c

May 2, 1914

Professor N W Walker
University of North Carolina
Chapel Hill North Carolina

Dear Mr Walker: Mr Flexner is now engaged in preparing a report to cover the activities of the General Education Board since its organization. It is his purpose to devote considerable space in this report to the high school work which has been so ably carried on by the various Professors of Secondary Education. He has requested me to secure for him certain data relating to the progress in high school work which has been made in your State for the calendar years 1911, 1912 and 1913; we have the information for previous years. If you can supply this office with these necessary facts you will make it possible for Mr Flexner to present a much more valuable report on this phase of

educational endeavor. I enclose a few blank forms which you may use in assembling these facts.

Prof K W W 2

Will it be asking too much of you at the same time to prepare for Mr Flexner a brief resumè of the main points of new high school or other laws secured during your incumbency and with your help.

May I ask you to make a special effort to forward this information to us at the earliest practicable date.

Yours very truly

Wm. W. Brierley
Chief Clerk

NC 81a

May 9, 1914

Professor N W Walker

University of North Carolina

Chapel Hill, N C

Dear Mr Walker: It has occurred to Mr Flexner and me that it would be very desirable in his report to be able to give the latest figures available concerning all high schools established in your State since the appointment of a High School Professor. At his request I have prepared a blank providing for these facts, a few copies of which I enclose. May I ask you kindly to furnish us with the information asked for in this blank rather than the information called for in the blank I sent to you a few days ago. You will readily appreciate, I am sure, the added value which our Decennial report will have if the information given is recent and complete.

Very truly yours

Wm. W. Brierley

Chief Clerk

n681a

May 13, 1914.

Professor N. W. Walker,
University of North Carolina,
Chapel Hill, North Carolina.

My dear Mr. Walker:

In making ready our docket for the next meeting of the General Education Board I find that it is a long time since we have had a report from you. I recall that at one of the meetings when I was with the Professors of Secondary Education, there was an understanding that these reports might come in quarterly instead of monthly With this understanding I enclose you an extract from the terms of our original contribution to the University of North Carolina. Will it not be possible for you to report quarterly to President Venable and send us a copy of that report?

In order that I may present a request for a continuance of this appropriation at our next meeting, to be held week after next, it is absolutely necessary that I shall have a brief statement from you regarding your work, including the proportion of your time spent in the field and office, respectively. The Board will ask me these questions and I must be able to answer them. Please then send me,

so that I may have it next Monday, a general statement of your work, including the items specifically mentioned above.

With all kind regards, I am

Cordially yours,

WALLACE BUTTRICK

P. S. Will you kindly let me know how much of our appropriation is given toyou as salary?

n e 81a

May 13, 1914

Professor N W Walker

University of North Carolina

Chapel Hill, N C

My dear Mr Walker: When filling in our blanks relating to the number of new high schools established will you be good enough to separate them so as to show four year high schools, three year high schools, two year high schools and one year high schools.

Yours very truly

Wm. W. Brierley

Chief Clerk

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

RECEIVED
MAY
18
1914
GENERAL EDUCATION BOARD

May 16, 1914.

NC 81a

Dr. Wallace Buttrick,
17 Battery Place,
New York City.

My dear Mr. Buttrick:

I have just returned to my office and found your letter of the 13th inst. I am sending herewith the statement you ask for. Hereafter I shall make my reports regularly at the end of each quarter and let you have them on the first of July, October, January, and April. I had presumed, of course, that the detailed statement as to my activities published in the President's annual report would be accepted in lieu of the quarterly reports. In addition to the account of my work published in the President's annual report, I publish annually through the State Department of Education my report of the high school progress and also quarterly reports of progress in the High School Bulletin. It is true that these do not give any detailed account of my activities, but they do give a review of the progress going on among the high schools. As stated above, I had presumed, of course, that these would be satisfactory for your purpose. Hereafter I will make the reports regularly to President Venable and mail you copies of them.

As to the specific questions asked: as to how my time is actually spent, let me say that during the school session about one half is spent in the field and about one half in the office.

The University of North Carolina
Chapel Hill, N. C.

...TMENT OF EDUCATION

OFFICE OF
N. W. WALKER
...SSOR OF SECONDARY EDUCATION AND
... INSPECTOR OF PUBLIC HIGH SCHOOLS

May 16, 1914.

Dr. Wallace Buttrick, #2.

I am not doing any class room work now in the University, as my duties outside keep me too busy to attempt it. During the summer months I, of course, spend a good part of the time in the office here at Chapel Hill and in the office of the State Superintendent at Raleigh. For six weeks of the time I serve as Director of the Summer School, and during that period, of course, I am here on the Hill.

You ask also as to how much of the appropriation is given to me as salary. The amount paid to me as salary is $2,250. There are, of course, many incidental items in my traveling expenses, necessary in a sense, but that hardly could be counted as legitimate expenses of my department, which I cannot charge to my expense account. With such items deducted, I figure that my salary is actually about $2,000 net. If there are other questions you wish to have answered before the meeting of the Board, please address me at Newland, N. C. I shall be there during the next week.

With kind personal regards, I am,

Cordially yours,

N. W. Walker

NWW-OL

State Inspector of High Schools.

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

RECEIVED
MAY
1914
GENERAL EDUCATION

May 14, 1914.

nc 81a

Mr. W. W. Brierley,
17 Battery Place,
New York.

Dear Sir:

In response to your letter of May 19th I am enclosing herewith the statistics you ask for. The statistics I am giving are all for the rural public high schools, except in the case of the amount spent for buildings. Specific attention is called to this in a footnote. The private donations reported have all gone for maintenance. A good deal more has been given for buildings and equipment. That, of course, is included in the total cost of new buildings, though not as a separate item.

Statistics for the current year will not be available until June 30. You will note that the statistics I am giving are for the year ending June 30, 1913. Under separate cover I am sending to you a copy of my Sixth Annual Report of the Public High Schools, and also a copy of the January, 1913, number of the High School Bulletin, in which you will find a general account of the recent high school development in the State up to 1912.

Very truly yours,

NWW-OL

N. W. Walker
State Inspector of High Schools.

May 22, 1914

Mr N W Walker

University of North Carolina

Chapel Hill, N C

My dear Sir: Your letter of May 14 returning our blank filled out has been received. The copies of your reports have also come to hand. I shall look them through at the earliest opportunity and if I am in doubt about anything I shall take the liberty of writing to you again. Accept our sincere thanks for filling in these blanks so promptly.

Yours very truly

Wm. W. Brierley

STATE OF North Carolina

NEW PUBLIC HIGH SCHOOLS ESTABLISHED
SINCE THE APPOINTMENT OF HIGH SCHOOL PROFESSOR

(WITH LATEST AVAILABLE FACTS)

1. Number of new public high schools established since the appointment of a High School Professor in your State _____

2. Number of Teachers now employed in such high schools:

Full-time	281
Part-time	94
Total	375

3. Number of pupils now enrolled:

First Year	4,093
Second Year	2,339
Third Year	1,117
Fourth Year	397
Total	7,946

4. Total cost of new public high school buildings erected during this entire period $1,000,000.00*

5. State apportionment for public high schools during this entire period $ 324,779.99

6. Private donations for public high schools during this entire period $ 57,336.48

7. Receipts for the year ended June 30, 1913, (give latest figures)

State apportionment	$73,000.00
County apportionments	$45,770.32
From local taxation	$73,102.31
From Private donations	$ 6,117.26
From tuition	$
From other sources	$ 13,022.58
Total	$ 211,012.47

*In round numbers, and including high school buildings in the cities.

It must, of course, be understood that, except in a few cases, these buildings are used for both the high school department and the lower grades. It is therefore impossible to give the amount that could be said to go for high school buildings, strictly speaking.

Hancock Point, Maine

July 14, 1914

Professor N W Walker

University of North Carolina

Chapel Hill, N C

My dear Mr Walker: In going over the material relating to high school progress in the South I discover that there is lacking for your State the "brief resumé of high school legislation enacted since the appointment of a High School Professor in your State." I note how you say in your letter of May 14 that a general account of high school development to 1918 appears in your Sixth Annual Report. Will you not please dictate a brief statement from your report giving the more salient facts relating to high school legislation to date. We feel that the various men who are on the ground can do this in a more satisfactory manner than if we were to attempt it.

With sincere appreciation of former courtesies.

I am Very truly yours W. W B

n e 81a

June 1, 1914

President F P Venable

The University of North Carolina

Chapel Hill, North Carolina

Dear Dr Venable:- At a meeting of the General Education Board held May 28, 1914 the sum of twenty-five hundred dollars ($2,500) was appropriated for the salary of Mr Walker, Professor of Secondary Education for the fiscal year begining July 1,1914 and a further sum of not to Exceed one thousand dollars ($1.000) for his necessary expenses. The salary will be sent to the University quarterly and the expenses will be paid monthly on detailed vouchers rendered by Mr Walker and visaed at your office.

Very truly yours

WALLACE BUTTRICK

University of North Carolina
Chapel Hill

President's Office

RECEIVED
JUN 8 1914
GENERAL EDUCATION BOARD

n681a

June 5, 1914.

Dr. Wallace Buttrick, Secretary,
17 Battery Place,
New York City.

Dear Dr. Buttrick:

I have your letter of June 1st notifying the University of North Carolina that Professor Walker's salary has been made $2500 for the year beginning July 1st, 1914, and that a further sum not to exceed $1000 provided for his necessary expenses.

The University greatly values the services that Mr. Walker is rendering, and I assure you of our deep appreciation of the generosity of your Board.

Sincerely yours,

Edward K Graham

EKG-c

President.

NC 81a

August 13, 1914

Prof H W Walker
University of North Carolina
Chapel Hill North Carolina

My dear Mr Walker:

May I take the liberty of troubling you again and make a further request of you. Mr Flexner desires to illustrate the chapter of our decennial report setting forth high school progress in the South by the insertion of photographs of a few of the many new high school buildings erected in each of the States where our men have been at work. Will you please procure for us immediately, say, two or three cuts of representative high school buildings which we may use in this way.

We will have ready in a few days the report of the secondary school movement that we propose to publish. We want you to read this over carefully, correct any errors, and make any additional suggestions that can be used to give a correct and complte idea as to what has been done in your State.

I sincerely hope that you will give this matter your prompt attention.

With renewed appreciation of your manifold courtesies, I am

W. W. BRIERLEY

Chief Clerk

nc 81a

Aug. 15, 1914.

Prof. N. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

My dear Prof. Walker:-

I enclose you herewith a confidential copy of the chapter of our Decennial Report which we expect to publish very soon. This chapter relates to secondary school progress in the Southern States. Before placing this material in the hands of the printer we wish to have your careful review of what is said about your work in your State. We want you to criticise this carefully. Please write us a letter suggesting any corrections which you think ought to be made. It is also our wish that you shall feel free to make suggestions about any portions of this chapter for we are most of all desirous of presenting this phase of the work before the public in the most satisfactory way. We would like to have this done at the earliest practicable day. Please return the copy of the chapter with your communication.

Very truly yours,

W. W. BRIERLEY

Chief Clerk.

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

RECEIVED
AUG 26 1914
GENERAL EDUCATION

August 25th, 1914.

NC 81a

Mr. W. W. Brierley,
Chief Clerk, Gen. Education Board,
17 Battery Place,
New York City.

Dear Sir:-I am returning herewith the copy for the chapter on Secondary Education which you sent me some days ago. I have given this chapter a careful reading and have also had State Superintendent Joyner to read it. My suggestions and corrections for the part of it relating to North Carolina are on a separate sheet attached to the copy.

I am also sending a brief summary of the high school legislation enacted since 1905 when I began my work as Professor of Secondary Education in North Carolina.

I have on hand a number of photographs of new high school buildings, groups, and activities which I can send at any time you want them. I am not sending them now for the reason that I should prefer to send photographs of some of the newer and better buildings which I have not yet been able to get. I hope to have these in course of ten days or two weeks, and will send them on then if it will not be too late for your purpose. Let me know about this, and if necessary, I will send on the best of those I have on hand without waiting for the others.

Very truly yours,

N. W. Walker

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

RECEIVED
SEP 2
1914
GENERAL EDUCATION BOARD

Sept. 10, 1914.

NC 81a

Dr. Wallace Buttrick,

17 Battery Place,

New York City.

My dear Dr. Buttrick:

I have just been informed by Mr. J. A. Warren, Treasurer of the University, that hereafter my expense accounts are to be handled directly from your office and not by the University. Mr. Warren says that my expense accounts are to be approved by the administrative office of the University and forwarded to the General Education Board. Will you kindly let me know whether I shall send these monthly or quarterly, and give me any other necessary information regarding the matter?

Some weeks ago President Graham notified me verbally that the Board had been so good as to increase my salary from $2,250 to $2,500, beginning, as I understood him to say, the first of July, and that the amount allowed for travelling expenses had been increased from $750 to $1,000. Mr. Warren, the Treasurer of the University, understands that the increase is not to go into effect until September. Mr. Graham just now is busy with the affairs incident to the opening of the University, and I am on the point of leaving town for an extended trip of several days and shall not have an opportunity to see him. I thought it best for me to write directly to you so as to learn exactly what was done in the matter.

I should like to ask also if any expense other than that for traveling can be or is expected to be charged against the expense money allowed by the General Education Board; that is to say, is the expense for any office assistance or other incidental expenses to be paid out of this fund? Whatever information you may give me on this subject will be appreciated.

May I ask when you expect to be in this part of the world again? I have some matters I wish to talk with you about and hope I may have an opportunity to do so before very long.

With kind personal regards, I am,

Cordially yours,

N. W. Walker

NWW-OL

State Inspector of High Schools.

Sept. 12, 1914.

Mr. N. W. Walker,
Chapel Hill, N. C.

My dear Mr. Walker:-

I am very glad to get your letter of September 10. I supposed you knew all about this long ago. The resolution passed by our Board provides that your salary for the fiscal year, beginning July 1st, 1914, should be $2500 "and necessary expenses not to exceed $1000, to be paid monthly on detailed statement viseed by the President of the University". This means that we remit quarterly for the payment of your salary which is handled by the University Treasurer. At the end of every month you make a detailed statement of your expenses, submit it to the President of the University for his approval, and then send it to us, after which we remit the amount to you. Ofcourse, this does not mean that you are obliged to use up the entire $1000. We only estimated that this would enable you to travel more freely. I should say also that some of the smaller items of office expenses might be included in these monthly statements.

I do not know when I shall be in North Carolina, but I should certainly like to have a good visit with you at any time.

Cordially yours,

WALLACE BUTTRICK

nc 81a

March 5, 1915.

Professor N. W. Walker,
University of North Carolina,
Chapel Hill, N.C.

Dear Mr. Walker:-

Our attention has been called to the fact that several Professors of Secondary Education have interpreted the appropriation of the General Education Board for current expenses as including such journeys, for example, as that to the recent meeting at Cincinnati. This expense, where incurred, will be paid.

The Secretaries of the General Education Board find it necessary to say that the action of the Board in making the appropriation not to exceed $1000 for traveling expenses did not contemplate expenses of that character. A comparatively large amount was set aside in order that the professors of secondary education might not feel restricted and hindered in their journeys throughout the State. The Board has made a separate appropriation which permits

the officers of the Board to call such conferences as, for example, the one in New York, and the usual one, the Conference for Education in the South.

For every personal reason we regret the necessity for calling attention to this matter, but you will understand that we are held to strict account by our auditors.

With kind regards, in which all of us join, I am

Very truly yours,

SAGE [illegible] C. SAGE

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION
AND STATE INSPECTOR OF PUBLIC
HIGH SCHOOLS

RECEIVED
MAR 12 1915
GENERAL EDUCATION BOARD

ne 81a

March 10, 1915.

Dr. E. C. Sage,
61 Broadway,
New York City.

My dear Doctor Sage:

I have your letter of March fifth relative to the expenses of professors of Secondary Education who attended the Cincinnati meeting. I am writing to say that I did not attend the meeting at Cincinnati, and have not, therefore, submitted any expense account for attendance upon this meeting.

I take your letter to mean that hereafter we are not to include in our expense account expenses incurred while attending any meetings outside the State, except those called by the board. Of course, I shall be glad to abide by your instructions in this matter.

With kind regards, I am,

Cordially yours,

N. W. Walker

State Inspector of High Schools.

NWW/CM.

nc 81a

April 16, 1915.

Prof. N. W. Walker
University of North Carolina
Chapel Hill, North Carolina

Dear Prof. Walker:-

The General Education Board will hereafter issue an annual report and for that purpose would like to have each of the gentlemen in whom it has been interested in the South prepare a statement showing the more notable incidents and events in his line of work during the past year. You could doubtless prepare a useful report of this kind by simply going over your monthly reports, excerpting from them whatever appears to have essential value either in your own immediate field or in the general educational movement of your state. It would help us if this could be in our hands on or before June 1st.

Thanking you for your cooperation, I am

Very sincerely yours,

ABRAHAM FLEXNER

nc 81a

April 20, 1915.

Prof. N. W. Walker,
University of North Carolina,
Chapel Hill, N.C.

Dear Prof. Walker:-

As you know, the Conference for Education in the South will be held at Chattanooga, April 27 - 30, 1915. We are making plans to have a conference of professors of Secondary Education at that time. I hope it will be possible for you to be present during all of these meetings. Your expenses will be paid by the General Education Board.

Cordially yours,

E. C. SAGE

NC 8/a

President's Office
University of North Carolina,
Chapel Hill, N.C.

June 3, 1915.

My dear Mr. Flexner:-

I have your letter of May 29th, notifying me of the twenty-five hundred dollars appropriated for the salary of Mr. Walker, and a sum of one thousand dollars for his necessary expenses. Allow me to again express to the Board, through you, our gratitude for this generous appropriation.

Cordially yours,

Edward K. Graham
President.

Mr. Abraham Flexner,
Sixty-One Broadway,
New York City.

nc 81a

May 29, 1915.

President Edward K. Graham
University of North Carolina
Durham, North Carolina

Dear President Graham:-

At a meeting of the General Education Board held May 27, 1915, the sum of twenty-five hundred dollars ($2,500) was appropriated for the salary of Mr. Walker, Professor of Secondary Education, for the fiscal year beginning July 1, 1915, and a further sum not to exceed one thousand dollars ($1,000) for his necessary expenses. The salary will be sent to the University quarterly and the expenses will be paid monthly on detailed vouchers rendered by Mr. Walker and viseed by your office.

Very truly yours,

ABRAHAM FLEXNER

nc 81a

GENERAL EDUCATION BOARD
RECEIVED
OCT 20 1915
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS

Chapel Hill, N. C.
October 16, 1915.

Dr. E. C. Sage,
61 Broadway,
New York City.

Dear Dr. Sage:-

At our meeting in Chattanooga in April, as you will recall, the request was made by a number of the professors of secondary education that the amount set aside by the board for expenses be increased by $200 in order to enable them to meet certain necessary expenses and to attend three educational meetings; namely, the Southern Conference for Education and Industry, the Department of Superintendents of the N. E. A., and the Association of Colleges and Secondary Schools of the Southern States. May I ask if the board took any action with reference to this, and if so, whether or not any increase was made. The Association of Colleges and Secondary Schools meets in Nashville the last week in this month and as Secretary of the Southern Commission on Accredited Schools I am expected to attend. I should like to know whether or not the board has decided to meet such expenses, and if so, whether or not I am to submit a separate account, or whether I am to include this in my general expense account for October. I am asking for this information in advance in order that there will be no misunderstanding about it.

Very truly yours,
N. W. Walker
State Inspector of High Schools.

NWW/PH.

October 20, 1915.

Professor N. W. Walker
State Department of Education
Raleigh, North Carolina

Dear Professor Walker:-

Yours of the sixteenth to Dr. Sage has been handed to me. The Board has taken no action in reference to the matters you mention, so that I have no authority to authorise your attendance at our expense at the forthcoming meeting of the Association.

Very sincerely yours,

ABRAHAM FLEXNER

AF/BC

January 13, 1916.

Mr. H. W. Walker,
University of North Carolina,
Chapel Hill, N.C.

My dear Mr. Walker:-

We have received letters from several of the Board's field representatives, asking if the General Education Board would pay their expenses in attending the meeting of the National Department of City School Superintendents to be held in Detroit during February. Dr. Flexner requests me to write to each of the Professors of Secondary Education to inform them that the officers of this Board are not authorized to pay expenses incurred in attendance upon the meetings above referred to, nor those incurred in attendance on other meetings of a similar nature. Several times in the past the General Education Board has paid the expenses incurred by the Professors of Secondary Education in attending the Conference for Education in the South, and it will do so this year. You will understand that, in the use of funds, the officers are governed by the action of the entire Board.

Very truly yours,

W. W. BRIERLEY

WWB/GMC

Chief Clerk

NC 81a

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS

Chapel Hill, N.C.
March 14, 1916.

RECEIVED MAR 17 1916 GENERAL EDUCATION BOARD

The General Education Board,
61 Broadway,
New York City.

Gentlemen:-

I beg to acknowledge receipt of Occasional Papers No. 2 entitled "Changes Needed in American Secondary Education". I should like to know if you can let me have 450 copies of this for distribution among the superintendents and high school principals of this State. If so, I shall be glad to send you a list of those to whom I would like to have it sent. Please send directly to me the following publications:

Occasional Papers No. 1.
Occasional Papers No. 2.
Public Education in Maryland.

Thanking you for this courtesy, I am,

Cordially yours,

N.W. Walker

State Inspector of High Schools.

SENT MAR 17 1916 W P M

NWW:PH.

March 17, 1916.

Professor N. W. Walker

Chapel Hill, North Carolina

Dear Professor Walker:-

Your letter of March 14th is at hand. As requested I am sending you Occasional Paper No. I, Occasional Paper No. II and Public Education in Maryland.

Our Chief Clerk, Mr. Brierley informs me that we have laready sent President Eliot's paper to the state superintendents of education, associate, assistant and district superintendents of schools in larger cities and to city superintendents in cities of from 2500 upwards. If you wish to send us a list of high school principals in North Carolina and a list of superintendents not mentioned above we shall be pleased to forward copies of Occasional Paper No. III to them.

Very truly yours,

ECS/BC

March 17, 1916

MEMORANDUM FOR DR. SAGE

Letter from Professor N. W. Walker, dated March 14, 1916

Copies of President Eliot's paper have been sent to:

1. State Superintendents of Education
2. Associate, Assistant, and District Superintendents of Schools in Larger Cities
3. City Superintendents in Cities of from 2,500 upwards.

Copies have not been sent to high school principals.

W. W. B

NC81a

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS

Chapel Hill, N. C.
March 28, 1916.

Dr. E. C. Sage,

General Board of Education,

61 Broadway,

New York City.

Dear Dr. Sage:-

I beg to acknowledge receipt of your letter of the 20th instant notifying me that the General Education Board will pay my necessary expenses incurred by my attendance upon the Southern Conference for Education and Industry which meets in New Orleans in April. Let me express to you my sincere appreciation of this courtesy and thank you for this opportunity to attend the New Orleans meeting without expense to myself.

In accordance with your request I will furnish a detailed statement immediately on my return from New Orleans.

With kind personal regards, I am,

Cordially yours,

N. W. Walker

State Inspector of High Schools.

NWW:Pn.

NCPIa

March 20, 1916.

Prof. N. W. Walker,
University of North Carolina,
Chapel Hill, N.C.

My dear Prof. Walker:-

It gives me pleasure to write you that the General Education Board will pay your necessary expenses in attendance upon the meeting of the Conference for Education in the South, which is to be held at New Orleans in April. Detailed statements may be sent to me.

Very truly yours,

ECS/GMC

C. SAGE

NC 81a

April 18, 1916.

Prof. N. W. Walker,
University of North Carolina,
Chapel Hill, N.C.

My dear Prof. Walker:-

Have you in your files photographs on a small scale of any of the new high school buildings which were erected during the year 1914-15? If so, we would appreciate receiving one or two. It is our purpose to edit and manifold a combined report which will set forth the educational progress made during the year 1914-15 in each of the states in which the General Education Board is supporting a Professor of Secondary Education. We desire to make use of these photographs for illustrative purposes.

Very truly yours,

W. W. BRIERLEY

WWB/GMC

Chief Clerk

The University of North Carolina
Chapel Hill, N. C.

NC 81a

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION
AND STATE INSPECTOR OF PUBLIC
HIGH SCHOOLS

GENERAL EDUCATION BOARD
RECEIVED
APR
26
1915
ANSWERED

April 23, 1915.

Dr. Abraham Flexner,
General Education Board,
61 Broadway, New York.

My dear Doctor Flexner:

I have your letter of April 16th, relative to the annual report which the General Education Board expects to issue, asking for a statement showing the more notable incidents and events during the year in the line of high school development. I shall be very glad to furnish you such a statement, and will have it in your hands by the time indicated--namely, June first. I may say, however, that it will be impossible for me to give you at that time an accurate financial statement for the year, since our financial statements are not due until the first of July.

Cordially ~~yours~~,
N. W. Walker

State Inspector of High Schools.

NWW:CM.

April 26, 1915.

Prof. N. W. Walker
The University of North Carolina
Chapel Hill, North Carolina

Dear Prof. Walker:-

Replying to yours of the twenty-third, I would suggest that you send me after the first of July a supplementary memorandum bringing the financial statements up to date.

Very sincerely yours,

ABRAHAM FLEXNER

Prog's
Secondary Ed
NC 81a

May 31, 1916.

President Edward K. Graham,
University of North Carolina,
Chapel Hill, N.C.

Dear President Graham:-

At a meeting of the General Education Board held May 25th, 1916, the sum of Two thousand five hundred Dollars ($2,500) was appropriated for the salary of Mr. Walker, Professor of Secondary Education for the fiscal year beginning July 1, 1916, and a further sum not to exceed One thousand Dollars ($1,000) for his necessary expenses. The salary will be sent to the University quarterly, and the expenses will be paid monthly on detailed vouchers rendered by Mr. Walker and viseed by your office.

Very truly yours,

C. SAGE

ECS/GMC

NC81a

Superintendent of Public Instruction
State of North Carolina
Raleigh November 9, 1916.

J. Y. JOYNER, SUPERINTENDENT
C. E. McINTOSH, CHIEF CLERK

RECEIVED
NOV 15 1916

Dr. Abraham Flexner,
61 Broadway,
New York.

Dear Dr. Flexner:

I am inclosing a letter from Mr. Walker, our State Inspector of High Schools, which explains itself.

If the Board can consistently grant Mr. Walker's request, I shall greatly appreciate it. I was so much impressed with the value of this illustrated lecture as an object lesson in the progress of the work and as a means of cultivating public sentiment and stimulating the non-progressives [illegible] I have urged Mr. Walker to enlarge his collection of slides and give the lecture again this year. I shall hope to arrange to have it at a time when all the assembled teachers at the Teachers Assembly may be able to see and hear him. I did not know until I received this letter from Mr. Walker that he bore the expense last year of the preparation and collection of the slides. I will hardly feel like consenting for him to incur the additional expense of $50 this year, unless it could be arranged out of his travelling expenses or in some other way. Unfortunately we have no incidental funds in connection with my department that could be used for this purpose. If we had, I should not hesitate to have it paid by the department. Whatever you do about the matter, however, will, of course, be satisfactory to us, for I feel sure that you will do what you think best and wisest.

With best wishes and kindest regards, I am,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

ARCHIVAL COPY

SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF NORTH CAROLINA
RALEIGH

Chapel Hill, N. C.
November 6, 1916.

Dr. J. Y. Joyner,

Raleigh, N. C.

Dear Mr. Joyner:-

Some weeks ago when we had our conference about the program for the meeting of superintendents and high school principals to be held at Raleigh in connection with the State Teachers' Assembly November 29-December 1, you said that you would want me to present by an illustrated lecture this year, as I did last, the work of the farm-life schools, and I promised to do this. I am gathering a good many additional photographs from which to have other slides made to illustrate the progress that has been made during the year. I wish to have the slides made from these photographs and have same ready in time for the meeting.

In this connection I should like to ask if you think it would be reasonable and right for me to charge a part of the cost of these slides and photographs to my travelling expense fund appropriated by the General Education Board? If you do think it would be right to do this, would you please write to Dr. E. C. Sage, or Dr. Flexner, or Dr. Buttrick and ask that permission be given me to spend from my annual allowance for travelling expenses this year $50 for this purpose. Of course I shall go ahead and have the slides made whether

the permission is given or not and if it is not given I shall have to pay the money out of my own pocket, as I did last year. I might add in this connection that I have already spent out of my own pocket considerably more than $100 for photographs and stereoptican slides showing the equipment and illustrating the work of the public high school and farm-life departments. In view of this fact I do not think that the request which I should like for you to endorse is at all unreasonable.

With kind personal regards, I am,

Cordially yours,

State Inspector of High Schools.

NC81a

November 11, 1916.

President Edward K. Graham,
University of North Carolina,
Chapel Hill, N. C.

My dear Dr. Graham:

Recurring once more to our plan for advancing money on account of the traveling expenses of the Professor of Secondary Education; the object of this advance is to relieve the Professor of Secondary Education of the burden of advancing money himself. It is my suggestion, therefore, that you shall pursue the following course:

1. Upon receipt of the check from us on account of traveling expenses that you shall turn it over promptly to the Professor of Secondary Education, allowing him to pay his expenses for the quarter out of this sum. In this case we would like to have you take a receipt in duplicate for the total amount, sending one of the receipts to this office.

2. The Professor of Secondary Education should render monthly a detailed statement of his expenses to you in duplicate. We would like to have you vise one of these copies and send it to us for our files.

3. Any amount that may remain of the total sum appropriated

for traveling expenses should, at the end of the year, June 30, be returned to this office.

I am sure that you will understand my motive in writing you this letter. It is our wish that these men shall be relieved entirely of the necessity of advancing their own traveling expenses.

With warm regards, I am,

Very sincerely yours,

WALLACE BUTTRICK

WB:AMJ

NC81a

RECEIVED
NOV 17 1916
GENERAL EDUCATION BOARD

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE
PRESIDENT

16 November 1916

My dear Doctor Buttrick:

I am carrying out the suggestions made in your letter of November the eleventh, and am handing Professor N. W. Walker a check for two hundred and fifty dollars, covering his expenses for the quarter October first, 1916, to January first, 1917. I shall take receipts in duplicate, and send one to you. I will vise the detailed monthly statements of his expenses, and forward them to you.

I should have understood from your former letter what you had in mind, but I took it that you wished to avoid the necessity of sending the checks monthly, and having the men wait a week or more to render their expense accounts and forward them, and get the checks in return.

With esteem and best wishes,

Faithfully yours,

Edward K. Graham
President

Dr. Wallace Buttrick,
Sixty-One Broadway,
New York City.

NC 81a

May 28, 1917.

President Edward K. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

My dear Dr. Graham:-

At a meeting of the General Education Board held May 24th, 1917, the sum of Two thousand five hundred Dollars ($2,500) was appropriated for the salary of Mr. Walker, Professor of Secondary Education, for the fiscal year beginning July 1, 1917, and a further sum not to exceed One thousand Dollars ($1,000) for his traveling and other necessary expenses.

Very truly yours,

E. C. SAGE

ECS/GMC

Carbon sent to Mr. Walker

NC 81a

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

Chapel Hill, N. C.,
May 11, 1918.

Dr. Wallace Buttrick,
The General Education Board,
61 Broadway, New York.

My dear Dr. Buttrick:

For thirteen years now, through the goodness and the generosity of the General Education Board, I have been permitted to labor for the development of a better system of secondary schools in North Carolina. The work has been, and still is, a genuine labor of love; and I am encouraged to believe my efforts have met with some success — though, of course, not as great success, I am ready to confess, as you and I had hoped for. So far as I now recall I have not bothered you with communications about personal matters, and I am exceedingly reluctant to do so at this time. However, the matter about which I wish to speak is one of so great importance

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

to me that I wish to lay it before you, believing you will understand the situation which prompts me to do it. If what I ask is unreasonable or impractical, all you have to do is to say so, and I shall go ahead cheerfully and put my best efforts into the task before me as I have done in the past and am doing now.

(1) In the first place, may I ask if the General Education Board, as a rule, bases its appropriations for salaries of professors of secondary education on the salary scale of the several institutions to which it makes appropriations, or does the Board disregard local salaries and salary scales and make all the appropriations the same? If you follow the latter method, then, of course, I shall understand that what I am asking is perhaps impracticable unless

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

the salaries of the other men can be increased also. My reason for asking such a question is this: My salary at present is $400 a year less than it would be according to the University's present salary scale. The trustees made an increase in salaries last year and another increase in January, but my salary was not affected in either instance. According to the present salary scale, my salary (which is $2,500) would be $2,900; and in two years more it would automatically go to $3,000: And while my salary is, as I have already stated, $400 below what it would be according to the University's salary scale, the net difference is considerably greater even than this, due to the fact that there are certain necessary extra expenses in connection with my field work that cannot go on my expense accounts.

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

One year these expenses amounted to over $200.

My next question, after this explanation: is it practicable for the General Education Board to grant an increase at this time? If so, I assure you it will be deeply appreciated; and, if the increase can be made general, I know the other men will be deeply grateful too. I have discussed this matter with President Graham who suggested that I lay it before you.

Now, in case it is impracticable for the Board to consider this request favorably, would this suggestion be practicable, namely: instead of allowing $2,500 for salary and $1,000 for expenses, to allow $3,000 for salary and $500 for expenses provided I can arrange to have the

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

expenses taken care of by the University or the State Department of Education? We succeeded last year in getting the Legislature to allow $500 a year (out of the State appropriation for public high schools) for expenses in connection with the supervision and inspection of high schools, and I feel reasonably sure we can get this amount increased to $1000 next year when the Legislature meets. It will be far easier to get money for this purpose than for a salary increase or supplement. Can the Board handle the matter as I have suggested?

Please pardon so long a letter.

Sincerely Yours,
N. W. Walker

May 16, 1918

Mr. M. W. Walker
University of North Carolina
Chapel Hill, North Carolina

Dear Mr. Walker:

Dr. Buttrick has handed me your very interesting letter of the eleventh. The questions which you raise in your own care are in some respects pertinent to others. Dr. Buttrick and I think, therefore, that if you have no objection we shall let the matter go over until the Fall when we shall make a general southern trip. We can then discuss the matter with you and the other men and make any action which we take retroactive.

Very sincerely yours,

ABRAHAM FLEXNER

AF/BC

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

RECEIVED JUN 1918 GENERAL EDUCATION BOARD

No 81a

June 1st, 1918,

My dear Mr. Sage:

I thank you for your letter of May 28th, in reference to the salary of Professor N. W. Walker for the year beginning June 1st, 1918.

I deeply appreciate the action of the Board in this matter. Mr. Walker has indeed, rendered devoted and efficient service, and I am confident that your generous recognition will be an added inspiration to him.

With renewed expressions of grateful appreciation, I am,

Faithfully yours,

Edward K. Graham
President.

Mr. E. C. Sage,
General Education Board,
61 Broadway, New York.

Copy to,
Prof. N. W. Walker,

Nc 81a

May 28, 1918.

President Edward K. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

My dear Dr. Graham:-

At a meeting of the General Education Board held May 23, 1918, the sum of Three thousand Dollars ($3,000) was appropriated for the salary of Mr. N. W. Walker, Professor of Secondary Education, for the fiscal year beginning July 1, 1918, and a further sum not to exceed One thousand Dollars ($1,000) for his traveling and other necessary expenses. You will observe that there has been an increase over last year of Five hundred Dollars ($500) in the amount appropriated for salary. This increase is made because of the long and efficient service of Mr. Walker in this capacity. It is our sincere hope that Mr. Walker may continue for many years in this important work. It should be said, however, that in case of his retirement, the salary for a new man would revert to the Two thousand five hundred Dollars ($2,500) heretofire appropriated. After further conference the officers decided that this matter be taken up at this meeting rather than to postpone its consideration until the fall, as mentioned in the letter of Dr. Flexner under date of May 16th.

Very truly yours, WC BAGt

NC 81a

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

E. C. BROOKS, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

GENERAL EDUCATION BOARD
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1919
ANSWERED

Chapel Hill, N.C.,
April 1,1919

Dr.Abraham Flexner,
61 Broadway,
New York

Dear Dr.Flexner:

I wired you this morning in response to your telegram regarding the proposed conference of professors of secondary education Old Point Comfort, April 25,26,27. I shall be glad to have further details of the conference just as soon as your plans are more definitely formulated. I shall look forward with pleasure to attending this meeting. I think a conference is especially timely just now, and I am sure we shall all profit by it.

Wired E.S.B.

With kind personal regards, I am

Cordially yours,

N. W. Walker

NWW:LC

NC 81a

March 31, 1919

Professor N. W. Walker
University of North Carolina
Chapel Hill, North Carolina

Dear Mr. Walker:

I have just wired you to the following effect:

"Proposed to hold conference professors of secondary education Old Point Comfort April twenty-fifth, twenty-sixth and twenty-seventh. Hope you can attend. General Education Board will defray all expenses."

It has been several years since the professors of secondary education have been brought together by the Board for the purpose of an interchange of experiences and we hope very much you may be able to be present.

With warm regards, in which Dr. Puttrick joins, I am

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 81a

April 5, 1919

Professor H. W. Walker
University of North Carolina
Chapel Hill, North Carolina

Dear Professor Walker:

I should be very happy to receive from you at your convenience, as much in advance of the meeting as possible, a statement giving your views as to what you think the nature and scope of your activities in the field of secondary education should be during the next three or four years. We hope to be able to utilize your views in formulating topics for discussion.

With warm regards, I am,

Sincerely yours,

AF/HKS

ABRAHAM FLEXNER

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

NC 81a

EDUCATION BOARD
JUL 1 1919
ANSWER

E. C. BROOKS. SUPERINTENDENT
N. W. WALKER. INSPECTOR OF HIGH SCHOOLS

Chapel Hill, N.C.
July 1, 1919.

Dr. Wallace Buttrick,
61 Broadway,
New York City.

Dear Dr. Buttrick:-

Supt. Brooks has mailed to me a copy of a letter under date of June 26th in response to a letter from you regarding reports of the state agents of the General Education Board. I have not been able to see Mr. Brooks since receiving the letter as he has been out of the State, and the purport of it, therefore, is not quite clear to me. I enclose herewith a copy of Mr. Brooks' letter. It would seem that Mr. Brooks inferred that the correspondence relating to my work should be conducted through his office rather than through the president of the University. Will you be so good as to let me know if this is the purport of your letter or whether or not your letter to Mr. Brooks had reference only to the reports and correspondence of Mr. Brogden and Mr. Newbold. I shall of course be glad to comply with the wishes of you and Mr. Brooks in this matter. I am writing merely to ascertain whether or not any change of relations with reference to my work was contemplated.

It seems to me that your letter must have had reference simply to the work of Mr. Brogden and Mr. Newbold. Please do not think that I am excited or worried or annoyed in the least for such is not the case. I shall be only too glad to carry out your wishes in the matter.

With kind personal regards, I am,

Very truly yours,

N. W. Walker

State Inspector of High Schools.

NWW:PM.

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

E. C. BROOKS, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS

(Copy)

June 26, 1919.

Dr. Wallace Buttrick,
61 Broadway,
New York.

Dear Dr. Buttrick:-

I have read your letter with interest and have talked with Mr. Brogden and Mr. Newbold in regard to it, and we have agreed that copies of the reports made by the State Agents to the State Superintendent should be sent to the General Education Board, and that other correspondence respecting the Agents should be conducted through the State Department. I shall take pleasure in having the General Education Board place on our mailing list and in sending you such documents and circulars as may be issued from time to time from this department.

I am sending you a copy of this letter to the three Agents of the General Educational Board in this State; namely, the State High School Inspector, the Rural Supervisor for Colored Schools and the Rural Supervisor for the White Schools.

Very sincerely yours,

State Superintendent Public Instruction.

July 8, 1919

Prof. N. W. Walker
University of North Carolina
Chapel Hill, North Carolina

Dear Mr. Walker:

Yours of the 1st to Dr. Buttrick has been handed to me for reply in Dr. Buttrick's absence from the city. The circular letter which was sent to Mr. Brooks had reference only to Mr. Bregden and Mr. Newbold. Our correspondence with you will be carried on in the future as in the past.

With warm regards,

Very sincerely yours,

ABRAHAM FLEXNER

AF/LPA

Destroy this carbon

NC 81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE
CHAIRMAN OF THE FACULTY

GENERAL EDUCATION BOARD
RECEIVED
JUN
9
1919
ANSWERED

June 6, 1919.

Mr. E. C. Sage,
61 Broadway,
New York City.

Dear Sir:

I beg to acknowledge receipt of your letter of the 22nd, stating that the sum of $3,000 had been appropriated to the University for the salary of Mr. N. W. Walker, and a further sum, not to exceed $1,000, for his necessary expenses during the fiscal year July 1, 1919, to June 30, 1920.

I also note that you are proposing a 20% bonus for the past year for Professors of Secondary Education, and that you will send the check for $600 covering the same on July 1st. This has my entire approval, and I shall be glad to transmit this to Mr. Walker. I only wish that we could do the same thing for each of our professors.

Very truly yours,

H. W. Chase

Chairman of the Faculty.

any other letter

Pr C 81a

May 28, 1919.

To the President of the
University of North Carolina,
Chapel Hill, North Carolina.

My dear Mr. President:-

At a meeting of the General Education Board held May 22, 1919, the sum of Three thousand Dollars ($3000) was appropriated to the University of North Carolina for the salary of Mr. N. W. Walker, Professor of Secondary Education, and a further sum not to exceed One thousand Dollars ($1,000) for his traveling and other necessary expenses during the fiscal year July 1, 1919 to June 30, 1920.

At this same meeting the following resolution was adopted:

> "RESOLVED That in view of the continued high cost of living there be paid on the first of July, 1919, to each of the State Agents for Rural Schools and each of the Professors of Secondary Education whose salaries are in part or whole paid by the General Education Board an additional compensation equal to twenty per cent. of the regular annual salary received from the General Education Board by such Agents or Professors during the fiscal year ending June 30, 1919."

With your permission, a check to Mr. Walker for the sum of Six hundred Dollars ($600), representing the 20% above referred to, will be transmitted to you the first of July.

Very truly yours,

Carbon sent to Mr. Walker

L. C. SAG

The University of North Carolina
Chapel Hill, N. C.

RURAL ECONOMICS AND SOCIOLOGY
E. C. BRANSON

Application Entered July 19, 1919.
Blanks Recorded
Cards Prepared ✓ ES/B.

NC 81a

Application Entered
Blanks Recorded

MEM. FOR DR. BUTTRICK'S EYE, by E. C. Branson, Chapel Hill, N. C.

In re: The policy of moving the center of High School Inspectoring from State Universities to State Capitols.

1. The present arrangement relates your board to the states thru the state universities. It is an established relationship, long standing, unquestioned and free from criticism from any quarter, comfortable, enduring, and effective. The people who discover mare's nests are not prone to look university-wise for them in any state so far as I know. The university as a mediate agency of high school progress satisfactorily sponsors your beneficence and passes it on the school public with the stamp of assured good faith.

2. Swapping state capitols for state universities as high school inspection agencies (1) is moving out of academic steadfastness into a region of unavoidable personal and party manouevres. (2) It renders less certain and prompt the taking-over by states of the burden of support when your Board chooses to lay it down. Under the present arrangement such a shift would involve merely an item in the university budget -- not a change in state policies and alignments, with legislative debates, newspaper scare-heads and the like. (3) Such a change would discredit the state universities. The people have learned to look upon them as ultimate centers of state educational effort -- as the only agencies that inherently have the power to unify in organic way the round whole of state education from bottom to top. That is a thing that the particular educational agencies of the state capitols never can do directly -- so in the very nature of things. (4) The change would cripple the universities by robbing them of their sympathetic, authoritative touch with high school teachers and authorities. The look upward at something above and beyond local school levels means nowhere any compulsion to register as students at the state universities, but it does fix attention definitely upon what is or ought to be the highest reach of education in every state.

The change under discussion involves tearing up old foundations and building anew on the shifting sands of democratic humor.

I am writing bedause disturbing rumors of such a change in policy on part of your Board reaches us here.

Yours cordially,

E. C. Branson

Kenan Professor of Rural Social Science.

N C 81a

September 19, 1919

Dr. H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

In March, 1905, the General Education Board made an appropriation to the University of North Carolina for the support of a professor of education whose duties were to be as follows:

"1. His main and principal work shall be to ascertain where the conditions are favorable for the establishment of public high schools not now in existence; he shall visit such places and shall endeavor to organize in such places public high schools in accordance with the laws of the State, shall endeavor to create in such communities a public sentiment that shall permanently sustain such high schools, and shall endeavor to place the high schools under such local leadership as shall give them intelligent and wise direction, and he and the University shall exercise a fostering care over such institutions.

"2. In so far as he can do so consistently with the above, it shall be his duty to visit high schools now in existence and seek to advance the grade of work done by them.

"3. In so far, and only in so far, as he can do so consistently with the above duties, he may lecture in the University on pedagogical subjects.

"4. He shall be required to give an accurate monthly statement of the actual time spent in the field in this work, and shall report on the schools established by him and visited by him with all the attending circumstances, shall file the same with the Department of Education of the University, and shall furnish copies of the same to the General Education Board."

The main and principal work, as defined above, has now been largely accomplished in most of the Southern states so that the time of the professor has recently been, in most states, devoted to No. 2 and 3 of the resolution. In the meantime, the state has aided the development of high schools through annual appropriations administered by the state department of education, which is accordingly charged by law with certain definite duties of a supervisory nature. Several

departments have therefore applied to the General Education Board for appropriations that would enable them to discharge these duties more efficiently.

This development would seem to have made new opportunities for the state universities in the field of secondary education. Teachers, principals, supervisors, and superintendents of sound scholarship and modern professional training are needed in increasing numbers. The question naturally arises as to whether more highly developed departments of education in state universities cannot effectively cooperate with state departments of education in the solution of the large problems which the rapid progress of recent years has created.

This matter was given careful consideration at the recent meeting of the General Education Board, and the officers of the Board were empowered to invite the several presidents of state universities and the state superintendents to a joint conference. The members of the Board are inclined to assist state departments by making appropriations for high school supervision and inspection. At the same time the members of the Board appreciate the importance of the efforts now being made by the several state universities to develop schools or departments of education. It is our thought that a conference of university presidents and state superintendents might be held with profit for the purpose of considering both points, the expenses of persons attending such conference to be defrayed by the General Education Board. If you concur in this opinion, would it be practicable for you to attend such a conference sometime not far from the middle of November? We would suggest that the conference be held at the George Peabody College for Teachers at Nashville, as perhaps the most convenient central point.

With warm personal regards, I am

Very sincerely yours,

WALLACE BUTTRICK

WB/ESB

N C 81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
OCT 6
1919
ANSWERED

October 2, 1919.

Mr. Wallace Buttrick, President,
General Education Board,
61 Broadway,
New York City.

Dear President Buttrick:

I have your letter of September 19, regarding the conference of State Superintendents and University Presidents, to be held in November. The matter you have in mind is, it seems to me, very important, and I shall certainly be glad to be present at a conference to be held at the George Peabody College. I believe there is a meeting of State Universities in Chicago November 10th and 11th. May I suggest that this meeting might be held either immediately before or after the other meeting?

With best wishes,

Sincerely yours,

H. W. Chase

President.

NC 81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
OCT 23 1919
ANSWERED

October 20, 1919.

Dr. Abram Flexner,
61 Broadway,
New York City.

Dear Dr. Flexner:

I am in receipt of your wire stating that the conference of University Presidents and State Superintendents will be held in Chicago on November 14 and 15. I am writing to say that these dates are quite convenient for me, and I shall be glad to be present at the conference.

With best wishes,

Sincerely yours,

H. W. Chase

President.

NC81a

November 11, 1919

President H. W. Chase
University of North Carolina.
Chapel Hill, North Carolina

Dear President Chase:

I am enclosing herewith a memorandum which Dr. Buttrick and I have prepared by way of stating briefly considerations which led us to invite the state superintendents and state university presidents to meet in conference. We shall be happy if you have a chance to examine this before the meeting.

The conference will meet at the Congress Hotel on Friday morning at 10:30 o'clock in

I hope you are comfortably situated. If you are not, please communicate with me.

Very sincerely yours,

ABRAHAM FLEXNER

AF:BSB

nc81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
DEC 24 1919
ANSWERED

December 20, 1919.

Dr. Abraham Flexner,
New York City.

Dear Dr. Flexner:

I beg to acknowledge your letter of December 15, stating the action taken by the General Education Board at its last meeting. I shall confer with Superintendent Brooks and will send you, as soon as possible, a definite statement. Dean Manning, of our Medical School, is preparing a statement of the character you desire, concerning the medical work here, which I will forward to you shortly.

With best wishes for a pleasant holiday season, I am

Sincerely yours,

H. W. Chase

President.

December 15, 1919

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina.

Dear President Chase:

At its recent meeting the General Education Board considered the report and recommendations made by the joint committee of state university presidents and state superintendents of education adopted at the conference held in Chicago November 14 and 15. The Board adopted the following resolution:

> "RESOLVED, That the Board gives its general approval to the request for cooperation presented in the joint report of the presidents of southern state universities and southern state superintendents of education and authorizes the officers to report specific recommendations at a subsequent meeting of the Board."

In accordance with this resolution, Dr. Buttrick and I will be happy to entertain from you suggestions as to the course you would like to pursue. May we call your attention to the fact that it is the implication of the memorandum adopted that the professor of secondary education should be regarded not in the light of an inspector or state agent, but rather as the nucleus of a department of the fundamental training of prospective secondary school teachers in the methods, subject matter and objects of high school work? While it was understood that in a limited way the professor would remain in contact with the high schools particularly in the vicinity

of the university, it was believed that the time had come when his main thought and energy should be given to the training of high school teachers. This consideration will doubtless weigh with you in deciding on questions of personnel and organization. Before a definite choice is made, we understand that you will wish to confer with us.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

You may remember that I said at the meeting in Chicago that I did not see quite how we were going to keep him very busy teaching for the immediate present, as the enrollment in the School of Education is small and we have three full professors giving their whole time to the work, and one associate professor giving half time. Consequently, I feel that it would be just the time when we can spare Walker most easily. By the time he is back, I think we will be in shape to keep him busy.

My present plan is to relieve our Professor of School Administration, who has been giving a large part of his time to the secondary work of this teaching, and let him give his whole time to administration, turning the secondary work entirely over to Walker. Walker, I think, is the natural man for the position, and I feel that with this extra year for study, he may be of great service to us.

Wishing you a happy New Year,

Sincerely yours,

A. W. Chase

President.

January 26, 1920

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

Yours of the fifth to Dr. Buttrick has been brought to my attention upon our return from a trip to the Southwest. In my interview with Superintendent Brooks I stated that all I could promise was that we would recommend to the Board to date the new arrangement from the first of January. The Board, however, does not meet until February 26, so that no action can be taken prior to that time.

In the matter of Mr. Walker's leave, may I say that the conference at Chicago asked that the Board should endeavor to make some arrangements to give the new appointees a period of intensive training under the guidance of such men as Professor Hamus and Professor Sachs? We have this matter now under advisement. It may be that some action will be taken on this subject at the February meeting. If so, the question will take care of itself.

With best wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 81a

March 3, 1920

President H. W. Chase
The University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

At a meeting of the General Education Board held February 26, the officers of the Board were empowered to arrange with the presidents of the southern state universities for the appointment of a professor of secondary education, whose main and primary business shall be the training of teachers for secondary school work.

It was, as you will remember, the sense of the Chicago conference that the task of supervising the high schools throughout the state should belong to the state department of education and that the professor of secondary education should simply have a small traveling allowance which would enable him to keep in touch with the high schools in the immediate vicinity of the university.

The Board further resolved that its contribution to state universities for the support of the professorship of secondary education and to state departments for the similar support of state agents for secondary schools would terminate at the end of five years.

We understand that you desire to appoint Mr. Walker to the professorship of secondary education, a choice that is entirely agreeable to us. We shall be glad to entertain a recommendation from you with regard to the salary to be attached to the post. Our

financial clerk will remit quarterly in advance in accordance with the terms of the above stated action, as soon as we learn from you the date on which you desire the action to begin.

The officers have understood from some of the state university presidents that they would like to allow the incumbent of this office a leave of absence for the purpose of studying the subject of secondary education at some such institution as Teachers College, the Harvard School of Education, or the George Peabody College for Teachers, said leave of absence to run from three months to an entire year. The Board has authorized the officers to approve a request of this sort, should it be made by the state university president.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

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THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
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18
1920
ANSWERED

March 16, 1920.

Dr. Abraham Flexner,
Secretary General Education Board,
61 Broadway,
New York City.

Dear Dr. Flexner:

I am in receipt of your recent letter stating that at a meeting of the General Education Board, held February 26, the officers of the Board were empowered to arrange with the Presidents of the Southern State Universities for the appointment of a Professor of Secondary Education, whose main and primary business shall be the training of teachers for secondary school work. I note also the fact that the Board resolved that its contribution to State Universities for the support of the work should terminate at the end of five years.

May I express to you my appreciation of this action on the part of the Board. I am very glad indeed that the Board found it possible to do this, and assure you of our cooperation in every way.

I understand from your letter that my suggestion that Professor N. W. Walker be appointed by us is entirely agreeable to you, and so will take the nomination of Mr. Walker to our Board for confirmation.

With regard to the salary, I may state that Mr. Walker, since he has been fifteen years in service here as a professor, is, according to our scale, entitled to our maximum professorial salary, which is $3,600. Mr. Walker is, I think, at present receiving $3,000. May I ask whether my impression is correct that with the approval of Supt. Brooks and myself this appointment was to be as of January, 1920. If this is the case, should Mr. Walker's salary status be changed as of that date?

There is in this matter the further point involved that in a conference between Mr. Brooks,

Mr. Walker and myself, it seemed advisable that Mr. Walker should finish up certain pieces of work to which he had already committed himself during the Spring, and that a reduction in his expense budget before July 1st hardly seems possible, unless the University is to make up the balance in addition to whatever may be allowed him. May I ask you to let me know what you think would be a fair adjustment of the matter?

I furthermore would be glad to approve a request from Mr. Walker that he be afforded a year's leave of absence for the purpose of studying secondary education at Teachers College. What arrangement as to continuation of his salary would the Board be willing to make.

I believe this new arrangement will increase materially the efficiency of the high school work in the State, and I am heartily glad that the Board felt itself able to enter into it.

Very truly yours,

H. W. Chase

President.

March 18, 1920

President H. W. Chase
The University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

I have yours of the sixteenth in reference to Mr. Walker. I note that you desire Mr. Walker to be placed upon a salary basis of $3,600 per year. This salary will have to begin with the date of his formal appointment, April 1, or any other date that you may fix. The allowance for traveling expenses connected with the professorship is $250 per year. I would suggest that you and Mr. Brooks might arrive at some agreement as to how the expense budget of Dr. Highsmith and Professor Walker is to be arranged between April 1 and July 1.

Any leave of absence that you may grant Professor Walker would be on full salary, as far as this office is concerned.

Trusting that this is satisfactory, I remain

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

E.A.B.
W.O.B.

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

Application Entered .....
Blanks Recorded .....
Cards Prepared .....

N C 81a

GENERAL EDUCATION BOARD
RECEIVED
APR 5 1920
ANSWERED

April 2, 1920.

Dr. Abraham Flexner,
Secretary General Education Board,
61 Broadway,
New York City.

Dear Dr. Flexner:

In reply to your recent letter, I beg to confirm my expression with regard to Mr. Walker by making a formal recommendation that his salary be placed at $3600 a year, this salary to begin April 1, 1920.

In view of the fact that Mr. Walker's new duties began as of January 1, and also in view of the fact that our own salary change making the maximum salary for full professors, to which Mr. Walker is entitled by virtue of length of service, $3600, I should like to ask you to consider whether the change in the salary paid Mr. Walker might date back to January 1st. I note that the allowance for travelling expenses connected with the professorship is $250 a year. I wish to thank your Board for this arrangement.

I propose to recommend to the Trustees in June that Mr. Walker be given a year's leave of absence, and will notify you of their decision just as soon as it is taken.

With best wishes,

Sincerely yours,

H. W. Chase

President.

NC 81a

April 16, 1920

President H. W. Chase
The University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

Returning to town I find your letter of April 2 regarding the date on which Mr. Walker's new duties and salary are to begin. Inasmuch as we had arranged with Dr. Brooks to have Mr. Highsmith's appointment and financial arrangements begin January 1, it follows that the same action would naturally apply to Mr. Walker. I am therefore instructing our financial clerk accordingly.

With warm regards,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

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GENERAL EDUCATION BOARD
RECEIVED
JUN 9 1920
ANSWERED

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

8 June 1920

Mr. E. C. Sage, Assistant Secretary
General Education Board
61 Broadway
New York City

Dear Mr. Sage:

I wish to acknowledge your letter of May 22, 1920 appropriating the sum of three thousand six hundred ($3,600.00) dollars to the University of North Carolina for the salary of Mr. N. W. Walker, and two hundred and fifty ($250.00) dollars for his traveling expenses during the fiscal year beginning July 1st, it being understood that the support of this work by the Board will terminate on or before June 30, 1925. I wish to express my thanks to the Board for its action in this matter.

Very truly yours,

Harry Woodburn Chase

President

N.C. 81a

May 29, 1920.

President Harry W. Chase,
University of North Carolina,
Chapel Hill, North Carolina.

My dear Dr. Chase:-

At a meeting of the General Education Board held May 27, 1920, the sum of Three thousand six hundred Dollars ($3,600) was appropriated to the University of North Carolina for the salary of Mr. N. W. Walker, Professor of Secondary Education in the University, and a further sum of Two hundred fifty Dollars ($250) for his traveling and other necessary expenses during the fiscal year July 1, 1920 to June 30, 1921, it being definitely stipulated that the support of this work by the General Education Board will finally terminate on or before June 30, 1925.

Very truly yours,

C. C. SAGE

ECS/GMC

NC 81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

September 27, 1920.

GENERAL EDUCATION BOARD
RECEIVED
SEP 30 1920
ANSWERED

Dr. Abraham Flexner,
Secretary General Education Board.
61 Broadway,
New York City.

Dear Doctor Flexner:

I have your letter of September 22 stating that the salary paid Professors of Secondary Education might be made retroactive for one year. I see no reason why the University should not be willing for this generous action to apply in the case of Professor Walker, and I should be glad to see him receive the amount.

With best wishes, I am

Very truly yours,

Edwards

President.

September 30, 1920

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

I have yours of the 27th, and am instructing our Financial Clerk to remit to you accordingly.

Very sincerely yours,

Abraham Flexner

AF:BLA

dr C81a

September 22, 1920

President H. W. Chase
The University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

When the Board appropriated the sums to pay the salaries of Professors of Secondary Education for next year it authorised the officers, if the presidents of the universities so desired, to make the said salaries retroactive for one year. Whether or not it is feasible for you to take advantage of this action in the interest of Mr. Walker is a matter for your determination. I may say, however, that if you are so inclined, the officers of the General Education Board are in position to put at your disposal the sum of $200 to bring Mr. Walker's salary during the last year up to $3500.

Sincerely yours,

ABRAHAM FLEXNER

AF/LFA

nc81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

21 December 1920

GENERAL EDUCATION BOARD
RECEIVED
DEC
23
1920
ANSWERED

Dear Doctor Buttrick:

I am writing to ask whether it is your intention that Professor Walker should share in the salary increase made possible by your gift to us. If he shares in it, his salary will be at the rate of forty-five hundred dollars, dating back to last July, as is the case with the other men. Will you kindly let me know about it.

We have been arranging to start the faculty salaries at the new rate on January first. May I ask whether that is all right so far as you are concerned. I mean will it be possible to fill our requisition on you by that time.

With best wishes for a merry Christmas and a happy New Year, I am,

Cordially yours,

H W Chase

President

Dr. Wallace Buttrick,
General Education Board,
Sixty-One Broadway,
New York City.

December 23, 1920

President H. W. Chase
The University of North Carolina
Chapel Hill
North Carolina

Dear President Chase:

Your letter of December 21 has been received. We see no reason why Professor Walker should not share in the salary increase made possible by our special gift. This, however, is a matter which you should decide, and not we.

My attention has also been called to your letter of November 29, in which you inform us that you have increased the salaries of teachers to the amount of $40,745.93 per year, said increase to begin as of July 1, 1920. We will therefore send you within a few days a check for $40,745.93, which we understand will carry the increase of salaries from July 1, 1920 to June 30, 1921.

The officers were authorized to contribute a sum not to exceed $50,000. The General Education Board will pay the remainder of the appropriation, or such part of it as is necessary for any additional increases in salaries which are made and become due and payable between now and June 30, 1921.

Very sincerely yours,

WB/LFA

WALLACE BUTTRICK

CVC81a

May 27, 1921

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

At a meeting of the General Education Board held yesterday the following appropriations were made for the year 1921-1922:

For the salary of the professor of secondary education in the University of North Carolina ..$3,600
For traveling and other necessary expenses of the professor of secondary education in the University of North Carolina .....$ 250

You will remember that these appropriations are limited to a period of five years ending June 30, 1925.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
JUN 8 1921
ANSWERED

6 June 1921

My dear Doctor Flexner:

I have your kind letter of the twenty-seventh, stating that appropriation of thirty-six hundred dollars a year was made for the salary of the Professor of Secondary Education in the University of North Carolina. I had some correspondence with you or Dr. Buttrick about the salary of Mr. Walker at the time when the general salary level here was raised last winter as a result of the gift of the Board. At that time it was stated that it was supposed that Mr. Walker would share in the increase, and his salary was accordingly put at forty-five hundred dollars, the new level, and the increase paid by the Board. Since our salaries are to remain at that level, may I assume that Mr. Walker's salary is to remain at forty-five hundred instead of thirty-six hundred. It has been the policy of the Board, I believe, to pay professors of secondary education the salaries that full professors are receiving in the institutions in which they are serving.

With all personal good wishes, I am,

Cordially yours,

H W Chase

President

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York City.

NC 81a

June 16, 1921

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

At a meeting of the Executive Committee of the General Education Board held yesterday, the officers presented your letter of June 6 requesting an increase of the appropriation for the salary of the professor of secondary education from $3,600 to $4,500 per annum. I regret to say that the Committee did not find it feasible to act favorably upon your request.

May I say in explanation that the salary of $3,600 is a standard salary voted to every one of the southern state universities for the professor of secondary education? If the appropriation were increased in any one case, it might become necessary for the Board to increase its appropriations in other states and in some of the universities this might introduce inequality between the salaries of the professors of secondary education and other professors. It is believed by us to be sounder policy for the Board to make the same appropriation to all universities and to allow any university to increase the salary beyond the amount appropriated, as it may see fit.

Trusting that this explanation may be entirely clear and with all good wishes, I am

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
JUN 22 1921
ANSWERED

18 June 1921

My dear Doctor Flexner:

I have your letter of June sixteenth, relative to the salary of Professor Walker. My letter was based on the assumption, which I see was wrong, that the salary of the Professor of Secondary Education, as paid by the Board, was the same in each Southern institution as the full professor's salary in that institution. I see that I was mistaken.

Naturally I am disappointed at having to slice off nine hundred dollars for Walker's salary when our budget is already made up, but I think he probably ought to be paid what his colleagues are.

Dr. MacNider tells me that you are coming down to see us in the fall, and I am certainly looking forward to seeing you.

Cordially yours,

H W Chase
President

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York City.

NCU

May 26, 1922

President Harry W. Chase
University of North Carolina
Chapel Hill, North Carolina

Dear Dr. Chase,

It gives me pleasure to inform you that at the meeting of the General Education Board held yesterday, the following appropriation was made for the year commencing July 1, 1922:

For the salary of the professor of secondary education in the University of North Carolina.....$3,600
For traveling and other necessary expenses of the professor of secondary education in the University of North Carolina, a sum not to exceed..... 250

I desire to call your attention to the fact that under the terms of the Board's resolution appropriating the above sums, it is definitely stipulated that the support of this work by the General Education Board shall not extend beyond June 30, 1925.

Very sincerely yours,

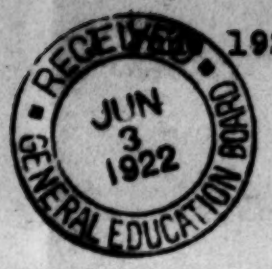
WEB-IEG

Chief Clerk

A C 8 1a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT



1922

Dear Mr. Brierley:

I thank you for your letter of the twenty-sixth, notifying me of the Board's appropriation for the year beginning July 1, 1922, of $3,600 for the salary of the Professor of Seconday Education at the University of North Carolina, and $250 for travelling and other expenses that may be necessary. I also note what you say in regard to the resolution of the Board, stating that its support shall not extend beyond June 30, 1925.

Cordially yours,

H W Chase

President

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York City.

NC 81a

June 13, 1923

President Harry W. Chase,
University of North Carolina,
Chapel Hill, North Carolina

My dear President Chase:

It gives me pleasure to inform you that at the meeting of the General Education Board held May 24, 1923, the following appropriation was made for the year commencing July 1, 1923:

For the salary of the professor of secondary education in the University of North Carolina ... $3,600

For traveling and other necessary expenses of the professor of secondary education in the University of North Carolina, a sum not to exceed 250

I desire to call your attention to the fact that under the terms of the Board's resolution appropriating the above sums, it is definitely stipulated that the support of this work by the General Education Board shall not extend beyond June 30, 1925.

Very sincerely yours,

ECS:MSD

NC-81a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

29 May 1924

RECEIVED
JUN 2 1924
GENERAL EDUCATION BOARD

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York City, N. Y.

Dear Mr. Brierley:

I beg to acknowledge receipt of your letter of the twenty-fourth notifying me of the Board's action on May twenty-second, appropriating $3,600.00 for the salary of our Professor of Secondary Education, and $250.00 traveling expenses. I note also that under the terms of the Board's Resolutions the appropriation beginning July 1, 1924 terminates the assistance to the University from the Board in this matter.

Thanking you for your letter, I am,

Very truly yours,
H W Chase
President.

nc-81a

May 24, 1924

President H. W. Chase,
University of North Carolina,
Chapel Hill, North Carolina

My dear President Chase:

It gives me pleasure to inform you that at the meeting of the General Education Board held May 22, 1924, the following appropriations were made for the year commencing July 1, 1924:

For the salary of the Professor of Secondary Education in the University of North Carolina	$ 3,600
For traveling and other necessary expenses of the Professor of Secondary Education in the University of North Carolina	250

I desire to call your attention to the fact that under the terms of the Board's resolution appropriating the above sums, it is definitely stipulated that these appropriations terminate assistance for this work from the General Education Board.

Very truly yours,

W. W. BRIERLEY

WWB-MVL

NC81-a

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

8 January 1926

	F. P. B.	JAN 11 1926	F.P.B.	

Dear Doctor Bachman:

In reply to your inquiry concerning what the University of North Carolina is doing with regard to maintaining the position of the professorship in secondary education formerly supported by the General Education Board, I beg to say that the University is maintaining the position, which is held by Professor N. W. Walker, former State Inspector of High Schools. And, also, the University has added this year an instructorship in secondary education.

Sincerely yours,

H W Chase

President

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

NC 81a

January 6, 1926

My dear President Chase:

Beginning as early as 1905, the General Education Board undertook to co-operate with the authorities of southern state universities in the support of professors of secondary education. The financial assistance of the Board terminated in June, 1925.

That our records may be complete, will you be good enough to write us just what provisions have been made in your university for the continuation of this work?

Sincerely yours,

FRANK P. BACHMAN

President Harry W. Chase
University of North Carolina
Chapel Hill
North Carolina

FPB:?

N. C 81 a — Keep this first page + file with N.C. High School material

BIBLICAL RECORDER.

VOLUME 74. ORGAN OF THE BAPTIST STATE CONVENTIO[redacted]ROLINA. NUMBER 5.

RALEIGH, N. C., WEDNESDAY, JULY 29, 1908.

The Baptist School Problem in North Carolina

By C. M. Beach.

Past Achievements.

In the early history of our denomination in North Carolina, the fathers began to realize that the success of the Baptists in the State and world depended largely on the preparation of our leaders. Wake Forest College was thus conceived in the minds and hearts of our fathers who were deeply interested in making the denomination the greatest blessing possible to the world. By great financial sacrifices and earnest prayers, the College has passed through many trying ordeals, and now stands the peer of the greatest schools in all our Southland. No country in all the world but is brightier, happier, and more God-like because Wake Forest has existed. The sacrifices have been abundantly repaid, the prayers abundantly answered and the world graciously blessed, because we have had a College where Christ, the great Teacher, has been enthroned in the very life and traditions of the institution, as well as in the lives of its faculty and trustees.

Later we began to realize that woman had a glorious place to fill in the evangelization of the world, and that to fill this place well she must receive the same Christian training as her brother. Again, a great institution was born in the consecrated hearts of North Carolina Baptists. To-day we have the Baptist University for Women at Raleigh as its noble sister, doing a work possibly not equalled in all the South in preparing young women for strong and efficient service in promoting the interests of the Kingdom, and in bringing the Baptist denomination to its rightful position as leader in all benevolent movements and in aggressive world-wide evangelization.

Along with these, our schools at Murfreesboro and Oxford have rendered the denomination invaluable service in gathering the young women of the State, and giving them that thorough training which has enabled them to go forth as teachers and leaders among our people, impressing and implanting the spirit of Christ wherever they have gone.

While these institutions of higher learning have been blessing and strengthening our denomination along all lines, there have been schools of secondary training scattered here and there over the State struggling against obstacles many, with encouragement meagre. Without these institutions, our colleges would have been hopelessly hampered. Not only have these secondary schools supplied the boys and girls necessary to the colleges, but from their walls have gone forth thousands of boys and girls to serve and bless humanity—boys and girls as richly endowed by nature and as loyal and devoted to the denomination as was their more fortunate brother, sister, or class-mate who was able to go on to college. These compose the great mass of the aggressive lay membership of our churches, without whose aid the college-bred leader would make slow progress indeed.

Blessing and honor upon the names of those worthy men who have spent their brightest days and most manly efforts in gathering together the boys and girls from the highways and hedges of Carolina, and doing this noble foundation work upon which all denominational progress so much depends. May our denomination come more to recognize the value of their labors, and to maintain and carry forward this noble cause to which they gave their lives.

Present Conditions.

Let this brief review suffice for the past efforts and the past measure of success in the solution of this great problem of Baptist education in our beloved State.

To-day through the untiring efforts of Prof. J. B. Carlyle and the loyal sacrifices of the brethren, Wake Forest College has a very respectable endowment which will enable her to continue and improve upon her great work of the past, provided she continues to get the Baptist boys. Our female schools are all equipped, manned, and patronized as never before. We all rejoice together in our Baptist University for Women passing her four hundred mark. The present condition of our colleges seems indeed to be flattering, but when we come to consider **the Baptist High School situation in North Carolina,** we learn that we are yet very far from the successful solution of this great problem.

In the past our secondary school work has been done by the private and the denominational high schools. Two years ago the State entered the sphere of the secondary school. There have already been established one hundred and fifty-five State high schools, one or more in almost every county of the State. Prof. N. W. Walker, of the State University, is State Inspector of these schools, which really means that he is agent of the State institutions of higher learning in these State high schools, thus completing the system of State education. Questioned as to the results of this movement, its leaders frankly say they see in it **the overthrow of all private and denominational high schools.** This, as we see it, means, in turn, the overthrow, or, to say the least, the great crippling of Wake Forest College and the Baptist University for Women; the loss of strong, well-equipped and consecrated leadership; the lessening of denominational power and influence in North Carolina and the world, and the deadening of interest in missions, Orphange, Biblical Recorder, and all other denominational agencies. This is indeed a dark picture, but brethren, the only thing necessary to make it a fearful reality is denominational indifference to the present conditions.

What of the Future?

My faith in the two hundred thousand white Baptists in North Carolina will not permit me to expect the above results. The situation is indeed alarming, the obstacles great, but North Carolinians—especially North Carolina Baptists—are not accustomed to falter in the face of any difficulty when duty's path is once made clear. Many of our high schools have already gone down beneath the stroke of the State, but we believe that when these conditions are clearly presented to our Baptist hosts there will be such a reaction as will mightily strengthen the few that remain.

In the Recorder of July 19, 1905, Brother Bailey, in making an appeal for this same cause, said: **"We must federate and fight, or surrender."** If these words were true then, they are far more so to-day. With our present lack of system and organization, we can never stem this mighty tide, and save our Baptist schools and Baptist interests from the impending danger.

Some Plans Suggested.

As chairman of a committee to present to our next Baptist State Convention some system for Baptist school work in North Carolina, I have consulted a great many of the brethren, and have had several plans suggested.

(1) That we organize within the Convention a Baptist Education Society with an annual membership fee, which Society shall, in large measure, take control of Baptist education in the State, shall have a secretary who shall seek to enroll our Baptist people in this Society and secure the funds needed to make the system a success (somewhat like the Kentucky plan).

(2) That the Convention appoint an education commission, or board of directors, to work out the details of a system for both colleges and secondary schools; that this committee elect a secretary of schools whose duties shall be: to canvass the State for the purpose of awakening a deeper sentiment for Baptist education; to solicit funds for building and for equipping the schools, and to visit each of the secondary schools, during the spring term, in the interest of the colleges.

(3) That the Convention appoint a central committee to systematize secondary Baptist school work in North Carolina; that this committee, or the Convention, elect a secretary with duties as above stated, except that he solicit funds for secondary schools only, and for each of the adopted schools within its special territory; that the committee determine what schools shall be enrolled in the system; have general direction of the work of the secretary; that these schools, as nearly as possible, have the same curriculum, and that matters of local interest be left to the local trustees.

Some **questions unsolved** are: The number of schools to adopt; what shall constitute a Baptist school; how shall we pay the salary of the secretary? In regard to the last, two plans have been suggested. The first is, that the schools adopted pay his salary in proportion to the amount of time given each; second, that his salary be taken from the funds he collects.

Brother Moore has kindly offered us the columns of the Recorder for general discussion of the plan. Brethren, let us hear from you in regard to any plan or suggestion you may have.

Dr. White well said in his address at Thomasville: "Our interest in the child is the barometer of our civilization." We may as fittingly say, our interest in the child is the barometer of our loyalty to Christ and to the denomination. If we wish our children to be efficient Baptist leaders, Baptists from conviction, and Baptists of power, we must educate them. There rests upon us a responsibility that we can neither evade nor transfer to the State. Personally, I desire (as all other loyal Baptists do) that my posterity to the end of time be Baptists to the core. To secure "the beautiful sheep" we must "take care of the lambs."

May God so guide us in the solution of this great problem that as a denomination we may meet faithfully all the obligations resting upon us.

Delway, N. C.

You can unlock a man's whole life if you watch what words he uses most. We have each a small set of words which, though we are scarcely aware of it, we always work with, and which really express all that we mean by life or have found out of it.—Prof. Henry Drummond.

BIBLICAL RECORDER

FOUNDED 1833 BY THOMAS MEREDITH.

PUBLISHED EVERY WEDNESDAY AT
108 WEST MARTIN ST., RALEIGH, N. C.
BY

BIBLICAL RECORDER COMPANY

(Organized 1901.)

HIGHT C. MOORE, - - - - - - - *Editor*
J. S. FARMER, - - - - *Business Manager.*

Stockholders—More than one hundred North Carolina Baptists, from many parts of the State.

Directors—C. J. Hunter, President; W. O. Allen, Livingston Johnson, C. F. Meserve, Hight C. Moore, G. A. Norwood and T. B. Parker.

Subscriptions are payable in advance and may begin at any time. Terms: $1.50 per year; five cents per copy.

Remittances should be made by registered letter, postal money order, or express money order, payable to the order of the Biblical Recorder Company. If local checks are sent, add five cents for expense of collection.

Receipts will be given in change of date on label of paper. Notify us if date is not changed in two weeks after remittance is mailed.

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Sample Copies will be sent free to any who will distribute them with a view to promoting the circulation of the paper.

Obituaries sixty words long inserted free of charge. For each additional word one cent should be paid in advance.

Advertising Rates will be sent on application.

Entered at the Raleigh post-office as second-class mail matter.

THE RECORDER IS YOURS AND THE EDITOR WILL WELCOME YOUR LETTERS.

The Editor of the Recorder begs to assure every reader that every letter whether intended for publication or not will be heartily welcome.

Thus an elect lady concluding a much-appreciated personal letter adds: "I am not going to ask forgiveness for this long letter to you, for the Recorder is our heritage, too. It was mine before it was yours. It has been mine since the days when the big-hearted editor 'Jack' Mills used to ride through the streets of Raleigh in a high gig hitched to a white mule, hailed with delight by us children with whom he was a prime favorite. So from this height of superiority I cannot refrain from proclaiming my pleasure in my Recorder at the present time."

We thank her heartily; and we wish that all readers of the Recorder would exercise this same sense of ownership in the paper for it is truly theirs in every essential regard.

THE PROBLEM OF OUR SECONDARY SCHOOLS

Without dicussing the matter at present we call especial attention to the strong and timely article by Professor Beach on our first page.

Our secondary denominational schools are in grave danger of being displaced, not to say destroyed, by the present educational policy in North Carolina. The question therefore arises: Is education under distinctive denominational auspises worth while and shall it be maintained? We think so, most decidedly.

Then, what shall be our policy? The slogan proposed by Brother Bailey a few years ago was this: "We must federate and fight, or surrender." As every one knows, the alternative has of late been the order of the day.

The Convention committee appointed last December with Professor Beach as chairman, has studied the situation carefully, discussed it with many other thoughtful brethren, and the result thus far is laid before the wider brotherhood for consideration and suggestion before final decision as to what shall be recommended to the Convention at Wilson next December.

We therefore invite discussion of the question in these columns; and we are particularly solicitous that our educational leaders shall give us the benefit of their experience and wisdom. The issues are clearly and squarely presented, and they should be taken up without waste of time or space. Let us have much light with little heat.

"BAPTISTS IN COMITY."

Under this caption the Baptist Chronicle (La.) reports the Louisville Sunday School Convention as a great meting, great in size, in speeches, and in enthusiasm; and goes on to say:

"There was one little incident which was not entirely agreeable to all concerned. The Baptists, Presbyterians, and Methodists were represented with three members each on the National Lesson Committee, but the Baptist representation was cut down to two and the Presbyterian lifted to four. This was arranged in the Nomination Committee. Rev. B. W. Spilman led a minority report which was voted out.

"There are those among the Baptist people who regard this with seriousness. It seems that Baptists are always at a disadvantage in interdenominational work. Part of it is due to the fact that our people do not pull together, and partly also to a consciousness on the part of the others that our position is radically different from that of other Christians, and that, logically carried out, it would be subversive of the ground on which most Protestant churches stand.

"One of our Baptist exchanges suggests that this whole matter will be considerably simplified by the resignation of our two remaining members of the Lesson Committee, Drs. E. Y. Mullins and Ira M. Price. We cannot say we favor anything quite so radical as this, and yet if there is not a disposition to treat Baptists, Baptist methods and the Baptist position with the consideration due them, something of this kind will be the inevitable outcome sooner or later. What such a step would work out, it is impossible to forecast at this time. But we are inclined to think that with the widening and deepening social and political necessity of a gospel from the Baptist standpoint, there would not be in the end very great loss to us by such a move, and, perhaps, an incalculable gain."

INDOCTRINATING OUR YOUNG PEOPLE.

That the rising generation in our churches is not versed on distinctive Baptist doctrine the blindest can but perceive; that this is due in large part to the failure of the Sunday-school to give specific and systematic doctrinal instruction few would question; and that the incompetency of the Sunday-school in this regard is due to the system of Uniform Lessons an increasing number dares to assert.

To the point is the following paragraph from a letter written us by a thoughtful woman living in New Bern:

"I have just read with great interest the articles about the International Sunday School Association, etc. I am glad the Baptists were treated as they were or as they were thought to be, if it will be a cause to give up the International Lessons. I do not now, and never have approved, of them.

"A few years ago I was indignant at the use of a paper with a little picture at the top representing the baptism of Jesus—John pouring a little water on his head—and this used by Baptists because the paper came cheaper to the Sunday-school. There is nothing under Heaven dearer or harder to unlearn, than untruths taught children, especially through pictures. I learned much of the Old Testament history through the pictures showed and explained to me when I was a tiny little child, by my precious father. In after life I was well drilled in Baptist faith and doctrine when I recited our Baptist Sunday-school lessons to Prof. Robert Marsh at the 'African Chapel' at Wake Forest College with the students of the College.

"Often good comes of seeming evil, and I will rejoice to see the good of teaching our children right. The younger generation of our church people is wofully ignorant about the denominational belief and work. This is a good time to take up where we left off.

"Can you imagine a Catholic or Episcopalian allowing another denomination to have a 'finger in the pie' of teaching their youth? It is more important for us, for we have been, and are still to an extent, the sect considerably spoken against."

ANOTHER LARGE AND INFLUENTIAL NORTH CAROLINA BAPTIST FAMILY.

The Recorder has two or three times recently noted with interest some large Baptist families in our North Carolina brotherhood. Another notable example is brought to our attention in a private letter from which it gives us especial pleasure to quote:

"You said a few weeks since you would like to hear of some large Baptist families. I presume ours would be considered such an one.

"My father and mother have had nine children and five grand-children baptized into the fellowship of the First Church of Raleigh. Including themselves and two Baptist sons-in-laws, eighteen names of this immediate family have been on the roll of this church.

"We were taught from infancy what Baptists believe and why they believe it; that joining a church was a matter of principle and not convenience; and we were taught a righteous pride in a church which had suffered for conscience sake. We were taught that the first thing to do on entering a strange community was to seek out and affiliate with our own people.

"So we love our church, and we train our children to love and honor it. We have been a united happy family without internal strife or bitterness. I think God has blessed the steadfastness of our parents and fructified their instruction, line upon line and precept upon precept, for this unity in church doctrine preserved harmony in the home. And it has given their children two homes: for next to the love of fireside has come our passionate love for the dear old First Church, a real mother to us, patient with our faults, our refuge in time of trouble, rejoicing when we rejoiced,—to it our hearts ever turn wherever we may roam."

To every Recorder family we commend this striking illustration of the superlative value of parental example and home training. Careful instruction as to the teachings of the Bible, identification with the people of God at home and abroad, ardent love and loyalty for the sanctuary and its services, consequent happiness at home and usefulness in the Macter's service: these are the marks and the fruits of godly family life. And thus may all of our households bear much and goodly fruit!

DR. J. B. GAMBRELL ON DENOMINATIONAL PAPERS.

We join many of our exchanges in appreciating and, in part, reproducing the recent timely utterance of Dr. J. B. Gambrell, the veteran Texas leader, regarding our religious and denominational papers.

From his virile discussion we offer herewith eight striking sentences which we hope will find a place in the mind and heart of every reader:

I.

"No agency more affects denominational life in so many ways in so short a time."

II.

"I will put a wisely-edited paper against one hundred men when it comes to helping a good cause along."

III.

"The denomination at large owes much to the papers, and it is a species of blindness that prevents pastors from taking a deeper interest in the circulation of good denominational papers."

IV.

"If we could double the number of readers of our weekly papers this year, we should take a long step toward doubling everything we are doing."

V.

"When I was a pastor it was my rule to see that the State paper was in every family in the church. If they were really too poor to pay for it, they got it all the same. I asked some of my well-to-do members to help me, and the paper came and went to the right spot."

VI.

"I could wish we might have an all-over-the-country movement to put our good papers into the homes of the people. If this were done, many a desert and solitary place would blossom as the rose, and many a barren place speedily become a fruitful field."

VII.

"Does any one believe the taking of subscriptions to his denominational paper is too small a matter for him? If so, the answer is, nothing is too small that brings such large results."

VIII.

"I raise the question whether we ought not to put our brother editors on our prayer list and call down on them daily heavenly grace to help them in their arduous labors."

Report for Month Ending, September 30, 1905.

I visited the Durham city schools September 27-29 and found the high school work there progressing nicely. The city high school has been in operation for a number of years though as yet there is no separate high school building. The city has voted bonds, however, for the purpose of erecting a well-appointed modern high school building at a cost of $35,000. Supt. Matheson says this new building will be ready for occupancy by September, 1906.

The course of study now includes four years' work beginning with the seventh grade. Supt. Matheson hopes to add another year's work when the new building is ready. This does not mean, however, that the high school course will then include five years' work instead of four. It means that the four-year high school course will then be based upon seven years' work instead of six as at present.

The following brief report will give some idea of the work done in the high school at present.

Course of Study:

Studies	Year in H. S. Course
English Grammar	1.
" Composition	1, 2, 3, 4.
" Literature	1, 2, 3, 4.
Arithmetic	1.
Algebra	2, 3.
Plane Geometry	4.
Physics	2, 3.
Physical Geography	2.
American History	1, 4.

Ancient History	2.
English History	3.
Latin	1, 2, 3, 4.
Greek	3, 4.
French	3, 4.
Manual Arts	1, 2, 3, 4.

A four-year course. Shopwork 4 years. First 2 years, wood-work; 3rd and 4th years, iron work. Turning applied to designing 2 hours a week.

Domestic Science	1, 2, 3, 4.

Sewing is begun in the 3rd grade of the elementary school and is continued through the first year of the high school course. Cooking is begun in the second year of the high school course and is continued through the remainder of the course, 1 1/2 hours a week.

Drawing	1, 2, 3, 4.
Vocal Music	1, 2, 3, 4.

Greek and French are begun in the third year. Only one of these subjects is required. The student may elect whichever he prefers.

There are five periods of forty-five minutes each per week in all high school studies.

Teachers in the H. S.	Subjects Taught by Each	Qualifications.
W. D. Carmichael, Prin.,	English and History,	Grad. Univ. of N.C
L. P. Howard,	History and Science,	M.A. Trinity Coll., N. C.
W. P. Budd,	Mathematics and Science,	Graduate Trinity Coll., N.C.
Garland Greever,	English and History,	M. A. " " "
Wm. S. Marten,	Manual Arts,	Teachers' Coll., Columbia Univ.

Miss Lila Markham,	Latin and Greek,	Graduate Trin. Coll., N.C.
Miss Marjie Jordan,	Latin, French & Math.,	" " " "
Miss Mary Shaw,	Domestic Science,	Special work with Mrs. Rorer
W. J. Brogden,	History and Geog. 1st gr. H. S.,	Graduate Univ. of N. C.
E. T. Green,	First Year Studies,	Graduate Trin. Coll., N.C.
Dennis W. Simmons,	Latin and English, 1st gr. H. S.	" " " "

J. S. Matheson, Supt. City Schools.

Not all of these teachers give their time to high school work exclusively, as several of them teach some classes in the intermediate grades.

N. W. Walker,
University of N C.

Rec'd Gen. Ed. Bd.
NOV 8 1905

J. R. W. Mackey, North Carolina

Report ~~for Month Ending~~ Oct. 31, 1905.

The Raleigh High School.

Oct. 3-6 I visited the Raleigh city schools. The City High School has just been established and the work is starting off nicely. Prof. Hugh Morson, the Principal of the High School, is a teacher of experience and ability. For many years he has been Principal of the Raleigh Male Academy.

There is as yet no separate high school building, tho' the trustees are planning to build (in the near future). Superintendent E. P. Moses hopes the new building will be ready for occupancy by Sept., 1906. At present the high school work is carried on in what is known as the "Centennial Building."

The course of study is not yet definitely defined. At present the high school work begins with the seventh grade and includes four years' work. The following outline of the course will show in a general way what is being done:

Course of Study:

Studies	Year in Course.
English Composition	1, 2.
English Literature	3, 4.
Arithmetic	1.
Algebra	2, 3.
Geometry	4.
Physics (Course not decided upon)	
Physical Geography	1, 2.
American History	2.

(Raleigh Continued)

Ancient History		3.
English History	1.	
Latin:		
Elementary Book	1.	
Composition		3.
Caesar	2.	
Cicero		3.
Virgil		4.
Greek		3, 4.
French		3, 4.
German		3, 4.

Manual Arts:

No course given as yet, tho' Supt. Moses is very anxious for it.

Domestic Science:

Taught in all the schools in general. Cooking 1 1/2 hours a week. Sewing 1 hour a week.

Drawing:

Taught in all the grades--twice a week.

Music:

Vocal Music. Fundamentals. Chorus Work. For girls of the High School only.

The course of study in the Raleigh High School is to some extent elective. Physical Geography and other sciences may be substituted for Latin. ~~And~~ Greek, French, and German are altogether optional.

(Raleigh Continued)

Teachers in High School-~~Here~~ Subjects Taught by Each:

Mr. Hugh Morson, Prin.--------Latin, Greek, and Mathematics.

Miss Eliza Pool---------------French, German, and History.

Mr. C. G. Keeble--------------English, Geography, and History.

Miss Ada Womble---------------English and History.

" Daisy Waitt--------------Latin and Mathematics.

" Slocumb-----------------Drawing.

" Nina Green---------------Vocal Music.

(Raleigh Continued)

The Colored High School of Raleigh.

I visited with Supt. Moses the colored high school of Raleigh which he established a year ago. This school is conducted in a separate building from the other schools. This building was an old residence which has been remodeled for school use. The course of study includes two years of high school work. Courses are given in Arithmetic, Algebra, Latin, English, History, Geography, Cooking, Sewing, Vocal Music, Agriculture, Gardening, and some Manual Training.

Good work is being done here and Supt. Moses is proud of this achievement.

Conditions in Wake County.

While in Raleigh I saw Mr. Z. V. Judd, the Supt. of Wake County Schools, and discussed school matters with him. At present he is working pretty vigorously on the problems of consolidation and local taxation. He is of the opinion that the time is not far distant when steps may be taken to establish one or more public high schools in Wake County. He says the prospects are hopeful and he hopes with our assistance to take up this work as soon as it is practicable to do so.

Charlottesville Trip--Oct. 15-18.

I went up to Charlottesville, Va., Oct. 15th, to attend a meeting of the high school agents of the Southern States. This meeting was held in President Alderman's office Monday, Oct. 16, there being present Dr. Wallace Buttrick, Secretary of the General Education Board, Prof. P. P. Claxton, of the University of Tennessee, Prof. Joseph S. Stewart, of the University of Georgia, Prof. Bruce R. Payne, of the University of Virginia, and myself.

After a few introductory remarks by Dr. Buttrick informal reports were made by each of us, stating briefly the conditions in each of the states represented and the prospects for educational advancement. This meeting was [redacted] a very helpful one--certainly to me.

A Visit to the Miller School.

On Tuesday, Oct. 17th, Dr. Buttrick took Professors Stewart, Payne, Heck and myself (Prof. Claxton returned home Monday P. M.) out to the famous Miller Manual Labor School at Crozet, Va. We spent the day pleasantly and profitably. Capt. Charles E. Vawter, the efficient Superintendent of the school since its foundation in 1878, took pleasure in showing us over the school in all its departments. Capt. Vawter's death which occurred just ten days later, on Oct. 27th, has saddened us all. The Miller School is [redacted] a splendid monument to his ability, his energy, and his wisdon as a director of its destiny.

Western N. C. Trip, Oct. 23-29.

The Morganton High School.

I went to Morganton Oct. 23, and visited the City High School on the 24th. Prof. Bruce Craven is Superintendent of City Schools and Mr. W. E. Osborne is Principal of the High School.

The High School is now conducted in a very poor building. It is too small for the school and besides it is not adapted to school use. A new twenty-thousand-dollar building, however, is in process of construction which will be ready for occupancy by Sept., 1906. This building will be used not only for the High School but also for the lower grades.

The course of study includes three years' work beginning with the seventh grade. The course of study is a very good one provided it does not include too much work for three years.

At present there are only two teachers in the High School. Mr. Osborne, the Principal, teaches the 8th and 9th grades and Miss Amalia Kennedy, the 7th grade.

Prof. Craven desires our assistance later on in some school matters and I have promised to visit his schools again and aid him ~~in these matters.~~ I expect to make a fuller report of the Morganton High School at that time.

The Asheville Public High School.

From Morganton I went to Asheville on Oct. 24th, and visited the City High School Oct. 25-26. Prof. R. J. Tighe is Supt. of City Schools, and Prof. Thomas B. Hamby is Principal of the High School. The High School is now conducted in the Orange Street School building, second floor, the lower part of this building being used for some of the lower grades. This building is well equipped for high school work, tho' the Supt. and Trustees are very anxious to have a separate building. At present they are trying to buy the old Asheville Female College property for their High School. This property is valued at $35,000. The location is admirable and the grounds spacious ~~and~~ but the building is not well adapted to high school needs. ~~In all~~ It is probable that the Trustees will purchase another site and put up a building suited to their needs. This matter will be decided upon in the near future.

As before stated the building now in use is very well equipped. It has a good library of over two thousand volumes comprising Biography, History, Fiction, Poetry, Travel, General Reference Books, etc., etc. This school also has in its study hall between six hundred and a thousand dollars' worth of classic statuary and mural decorations.

One of the noticeable things about this school is the splendid spirit that exists among its students. This is more noticeable because of its conspicuous absence in most of our public high schools. The students publish a very creditable monthly magazine, which, of course, is under faculty supervision. They also have a Savings Bank Department in which the students take much interest and pride.

The course of study includes three years' work beginning with

the 8th grade. This course is a very good one and is planned to meet the college entrance requirements, and does so in all studies except Latin. The departmental plan is in use, and also the elective system of studies. Therefore graduation is based on the Credit System. There are two graduating classes each year--one in January and one in June.

The course of study is as follows:

Studies	Year in High School.
English Composition	1, 2, 3.
English Literature	1, 2, 3.
English Grammar	1.
History	1, 2, 3.
North Carolina	1.
English	1.
Greek and Roman	2.
Modern	3.
Arithmetic	1, 3.
Algebra	1, 2.
Geometry	3.
Physics	2.
Word Study	2.
Rhetoric	2, 3.
Civics	3.
Latin	1, 2, 3.
Foundations	1, 2.
Gradatim	2.
Caesar	3.
Composition	2, 3.
Music--Vocal	1, 2, 3.
Domestic Science (girls)	1, 2.

Laboratory work under direction of teacher. Two hours a week.

(Asheville Cont'd)

Manual Arts (boys) 1, 2.

Shop work. Two hours a week (Not given in 1905-1906).

Teachers in the High School	Subjects Taught by Each.
Thomas B. Hamby, Prin.,	Latin
Mr. — Gentry ,	Latin and Physics.
Mrs. M. W. Williamson,	Literature and English.
Miss Mary E. Anderson,	Mathematics.
Miss May E. Kimberly,	Music.
Miss Ellen V. Cobb,	History and Civics.
Miss Anna Limhan,	Domestic Science.

The Asheville Public Schools have medical inspection twice every week. This inspection is made by the doctors of the City. There is also for all the city schools a specialist who examines the eyes and ears of all the school children. It is needless to say these examinations have proved of inestimable value.

The Bingham School.

On Oct. 26th I paid a short visit to the Bingham School at Bingham Heights on the French Broad River two miles out from the City of Asheville. Prof. Tighe of the Asheville City Schools accompanied me. Col. Robert Bingham, the Supt., took great pleasure in showing us about the school. This is a military school and has long been recognized as one of the foremost preparatory schools of the South.

The curriculum of this school is good, and the corps of teachers strong. The buildings are well equipped and the sanitary arrangements well-nigh perfect. ~~The it seems that~~ Too little attention is paid to things aesthetic, especially about the barracks. The discipline is strict and the order most excellent.

A son of Col. Bingham has just presented to the school a splendid club house, now nearing completion, which will cost between seven and eight thousand dollars.

The Waynesville Graded School.

Oct. 27th I visited the Graded School of Waynesville. Prof. W. C. Allen, the author of "North Carolina History Stories", is Supt. of the Waynesville schools and Prof. R. D. McDowell is Principal of the High School. This school is doing good work, although there is the same difficulty here that is found in all the smaller towns, viz: the course is too crowded. The high school work begins with the seventh grade and continues through the ninth, one teacher having all the work of one grade. The departmental plan is not in use. There is only one building for the entire graded school, but this is a very good one. There are no courses in Manual Training or Domestic Science.

High School Work in Waynesville Graded School:

Seventh Grade, Miss Mary S. Eaton, Teacher.

1. Arithmetic: Begin at Fractions and complete book. (That's our aim, but we haven't reached it).
2. Eng. Grammar: Review and complete.
3. Physiology: Steele's begun and completed.
4. Phys. Geography: Maury's begun and completed.
5. History: Hansell's U. S., begun and completed.
6. Latin: "Easy Steps", begun and completed.
7. Civil Government: Peterman's, begun and completed.

Eighth Grade, R. D. McDowell, Teacher.

1. Arithmetic: What is left over in seventh grade.
2. Algebra: Milne's Elements, begun and completed.
3. History: Montgomery's, begun and completed.

(Waynesville cont'd)

4. English Grammar: What's left over from seventh grade.
5. Rhetoric: Maxwell begun and studied to Paragraphing.
6. Latin: Beginner's Latin Book reviewed and completed, and one book of Caesar's Gallic War read.
7. Botany: Gray's begun and completed.
8. Agriculture: Begun and completed.

Ninth Grade, W. C. Allen Teacher.

1. Algebra: Milne's High School Begun and completed to page 298.
2. Geometry: Two Books only.
3. Physics: Higgins' begun and completed.
5. Rhetoric: Maxwell completed.
6. Latin: Two Books of Caesar and Three of Virgil's Aeneid.

The Asheville School.

While in Asheville I took occasion to visit the Asheville School at Sulphur Springs five miles out from the city. Prof. Tighe accompanied me out there Oct. 28. This school was established in 1900 by the two gentlemen who are now its Principals, Messrs. Newton A. Andrews and Charles A. Mitchell. From 1890 to 1900 these gentlemen were Principals of the University Training School of Cleveland, Ohio. In the way of curriculum, equipment, and teaching force this school stands without an equal in the State. Its certificate is accepted for entrance at Cornell University and several other northern colleges. The courses of study are advanced and thorough. The discipline is fine and the moral atmosphere beyond reproach.

This school wishes to apply for accredited relations with the University.

The Buncombe County Schools.

I had a brief conference on Oct. 28th with Mr. A. C. Reynolds, Supt. of Buncombe County Schools. I had tried to see him earlier but he was out among his schools all the week until Saturday so I could not find him. He reports favorable prospects for school advancement in his county. He desires our assistance in establishing a high school in Leicester Township, and I have promised to be with him November 27-29 to aid him in this effort.

He says there is some old church property valued at four thousand dollars which is available for school purposes. The house, of course, would have to be remodelled for school use. There are thirty seven acres in the tract of land belonging to this property.

I expect to make a fuller report on the schools of Buncombe County after my visit in November to help Supt. Reynolds in this work.

Very truly,

N. W. Walker,
Prof. School Organization,
University of N. C.

Rec'd Gen Ed Bd
DEC 8 - 1905

Professor Baker of North Carolina

(Report of Work for Month Ending November 30, 1905.)

~~Nov. 6-8.~~

The Goldsboro High School.

I visited the Goldsboro City Schools Nov. 7 and 8 and examined especially into the condition of the City High School. Prof. E. C. Brooks is Superintendent of City Schools and Mr. W. T. Hodges is Principal of the High School.

The three buildings for the white schools of the city are on the same grounds, and this fact makes the problem of accurate grading fairly easy. These three buildings are now full and it is a question of only a short while before another building will have to be provided. Supt. Brooks hopes this new building (when it comes), will be for the High School, and that the three buildings now in use will be for the primary and grammar grades only.

The high school course now begins in the eigth year of school work and includes four years' work. The work is conducted on the departmental plan. At present there are two courses known as the Classical and Scientific. English and Mathematics are required of all except the girls of the Senior Class. The courses in these subjects are planned to meet the entrance requirements of the male colleges, and so for the girls they are made optional with other studies in the senior year. Supt. Brooks expects to put in a Commercial Course next year. This, of course, will be elective.

Course of Study.

Subjects	Year in H. S.
English Composition	1, 2, 3, 4.
English Literature	1, 2, 3, 4.

English Grammar---------- 1, 2, 3. ✓

Rhetoric---------- 4.

Arithmetic---------- 1 (Review in 4)

Algebra---------- 2, 3, and first half of 4.

Geometry---------- ------- -------- Last half of 4.

Physiology---------- 2.

Physics---------- ---------- 3, 4.

Chemistry---------- 3, 4.

Physical Geography---------- 3.

Latin---------- 1, 2, 3, 4.

Foundations	Second half first year.
Grammar and Selections	2
Caesar (4 Bks.)	3
Cicero (3 Orations)	4
Virgil (2 Bks.)	4

French or German will be put in next year.

Manual Arts.--No course given in H. S. Course will be put in later.

Some work in Manual Arts is done in Grammar grades now.

Domestic Science.---------- 1, 2, 3, 4.

Cooking---------- 1, 2, 3. (1 hr.)

Sewing---------- 1, 2, 3, 4. (2 hrs.)

Vocal Music---------- ---------- 1, 2, 3, 4.

Spelling---------- 1, 2, 3, 4.

History---------- 1, 2, 3, 4.

United States---------- 1.

Greece and Rome---------- 2.

Mediaeval---------- --- First half 3.

English---------- Last half 3 and first half 4.

American History reviewed from the viewpoint of world history---------- Last half 4. ✓

Most subjects come 5 times a week. Periods--45 minutes each. Literature comes 4 times a week and Grammar twice.

Teachers in the High School and Subjects Taught by Each.

Mr. W. T. Hodges, Prin. (Grad. Williams and Mary) Latin 4, Math. 3 and 4.

Miss Sue Nash, English 1 to 4.

Miss Mary Collins, History 1 to 4.

Miss Margaret Castex, Music 1 to 4 and Math. 1 and 2.

Miss Florence Mayerberg, Geography (Rest of her work in lower grades).

Miss Nellie Cobb, Science.

Wayne County.

While in Goldsboro I had a conference with Supt. E. T. Atkinson of Wayne County. He reports favorable conditions and says he has several schools already doing some high school work. He is much in favor of establishing Township High Schools, but does not favor the idea of establishing a County High School at present, believing his county is not ready for it. I explained to him the kind of high school meant, the necessity for such a school, etc., and he agreed with all I said, but still held that his county is not ready for such a move.

Nov. 14-18.

Faison Academy.

I visited the Faison Academy at Faison, N. C., Nov. 14. This is a Presbyterial school, the Principal of which is Prof. L. H. Gehman. This school, once in a prosperous condition, is now declining fast. It now has only 60 students and 2 teachers. There are only three boarding students. Courses are offered in English Grammar, English Composition, English Literature, History, Arithmetic, Algebra, Geometry, Physical Geography, Latin and Greek.

The school building is in good condition, but it is poorly equipped. It seems only a question of a very short time before this school will be dead. The cause of this decline is attributed to the increasing efficiency of the Public Schools.

Warsaw Academy.

I stopped at Warsaw on Nov. 15 for a short visit to the Warsaw Academy. This school is conducted by Prof. Garland Winstead who is a very capable teacher. He is handicapped, however, for want of a comfortable building, lack of equipment, and assistance. He has only one assistant and over a hundred pupils. Very little high school work is attempted.

Grove Academy.

Nov. 15 I visited Grove Academy at Kenansville, N. C. This is a small school although it is doing good work. It is a boys' private school conducted by Rev. W. M. Shaw assisted by Mr. N. B. Page. At present it has between 30 and 40 students. The course of study varies from year to year although in general it aims to meet the college entrance requirements.

The Wilmington High School.

Nov. 16 and 17 I visited the Wilmington High School. Prof. J. J. Blair is Supt. of City Schools and Mr. J. G. de Roulhac Hamilton is Principal of the High School. At present Wilmington is the only city in the state that has a separate building and grounds for its high school. This ought to be the best public high school in the state. It has an excellent building, a strong corps of teachers, and a four-year course of study beginning with the ninth year of school work. The library is small and the laboratory equipment inadequate, ~~they~~ although these are gradually being improved.

There are at present 206 pupils in the school classified as follows: Freshmen, 91; Sophomores, 55; Juniors, 39; Seniors, 21.

The course of study is as follows:

Freshman Studies.

English: Buehler's Grammar, Evangeline, Irving.

Science: Physiology, Physical Geography.

History: Greek and Roman History with side work in Mythology.

Mathematics: Arithmetic reviewed, Algebra through Factoring.

Latin: Bennett's Foundations of Latin.

Sophomore Studies.

English: Composition--Maxwell's Writing in English, Rhetoric, College Entrance Requirements continued.

Science: Andrews' Physical Geography completed.

History: Mediaeval and Modern History.

Mathematics: Algebra through Quadratics.

Latin: Bennett's Foundations completed, Easy Readings, Caesar begun.

Junior Studies.

English: Composition and Rhetoric, Critical Study and Analysis, College Entrance Requirements continued.

Science: Andrews' Botany all the Year Round and Field Work.

History: Andrews' English History completed, Parallel Work and Essays.

Mathematics: Algebra completed.

Latin: Caesar completed (4 Bks.), Virgil begun.

Senior Studies.

English: College Entrance Requirements completed.

Science: Gage's Introduction to Physical Science.

History: U. S. History completed, Parallel Reading, N. C. History last two months.

Mathematics: Five Books of Geometry completed, Arithmetic reviewed.

Latin: Four Books of Virgil completed, Two Orations of Cicero, Grammar and Composition, Parallel Work in Roman History and Mythology.

As yet there is no course in Manual Training in the Wilmington schools. Domestic Science, Music, and Drawing are all taught in the grammar schools but not in the high school. A course in French or German will be put in next year.

This school wishes to apply for accredited relations with the University.

Teachers in the ~~H~~ High School.	Qualifications	Subject Taught.
J. G. de Roulhac Hamilton,	A..M. (Sewanee), Ph. D. (Columbia),	History.
Miss Eva B. McCue,	(Baldwin Seminary),	Latin.
Miss Emma C. Bonney,	B. S. (Wellesley),	Science.
Miss Mamie E. Jenkins,	B. A. (Trinity Coll.), M. A. (Columbia),	English.
Miss Martha E. Fitts,	B. A. (Woman's Coll. Balto.),	Mathematics.

Nov. 20-29.

Nov. 21-25 I was in Nashville, Tenn., attending The Southern Educational Association, and Association of Colleges & Preparatory Schools.

Buncombe County.

By appointment I spent Nov. 27 and 28 with Supt. A. C. Reynolds of Buncombe, looking into the school conditions in his county and into the possibility of establishing a County High School at Leicester, a little village ten miles west of Ashville.

About one mile from this village is a good school building which cost about $4000. and about 35 acres of land not in use. This property belongs to the Methodist church under whose auspices a school was operated there until about five years ago. The trustees of this property now have agreed to turn it over to the county of Buncombe free of cost so long as the Board of Education will have a County High School conducted there.

Supt. Reynolds, some of the trustees, and I went over the property on Nov. 27 and found it in fairly good condition, so that with very little repair it could be made a very comfortable building and a very desirable place for a school.

On Nov. 28 Supt. Reynolds and I addressed an educational meeting of the citizens of Leicester on the high school question. Several of the citizens also made short talks favoring the movement. A committee was appointed to appear before the County Board of Education at its next meeting and ask them to accept this property and to take steps to establish a County High School at this place.

Supt. Reynolds is very enthusiastic in this matter and so are the citizens of Leicester, and I believe that Buncombe County will soon be ready to establish either at this place or at West

Asheville a County High School.

Person County.

I have been asked to meet with the County Board of Education of Person County at its next meeting in January when the advisability and the possibility of establishing at Roxboro a High School for the town and county will be discussed. The County Board of Education is in favor of this move and some of the members of the Roxboro School Board are also in favor of it. At present the conditions there look very favorable indeed.

Very truly,

N. W. Walker,

Prof. School Organization, University N. C.

Rep 11

Department of School Organization
University of North Carolina
Chapel Hill.

Report for December, 1905.

My report for this month can be made in few words as little outside work was done.

The first week of this month I spent in my office, attending to my correspondence and preparing a set of questions to be sent to the school men of the state.

December 13th and 14th I attended the Association of County Superintendents which met in Raleigh. I held brief conferences with as many of the county superintendents as possible during these two days, ascertaining as well as I could the exact conditions prevailing in the various counties especially with reference to the high school question. Many of the superintendents are heartily in favor of attempting to establish county high schools as early as practicable, tho' the prospects in many of the counties are gloomy.

As these conferences were necessarily brief, I have made no report of the conditions prevailing in the various counties, but have spoken of them only in a general way. The exact conditions will be reported from time to time as I visit the different counties.

I have had requests from a number of county superintendents to visit their counties in the interest of the high school movement.

I shall begin these visits in January.

At the request of State Supt. Joyner I addressed the Association briefly on the high school question December 14th.

Very truly yours,

N. W. Walker

Rep. 11

Department of School Organization
University of North Carolina
Chapel Hill.

Report for January, 1906.

On January 9th I went to Raleigh to confer with State Superintendent Joyner about the high school work in this state. We had two conferences--one on the evening of the 9th and another on the morning of the 10th.

Mr. Joyner thinks it best to proceed with the organization of high schools (so called) under our present school law. But such schools as we could establish under this law in most cases would not be high schools in the true sense. The objections to this law are: first, it makes the township the unit and not the county; and secondly, it does little more than allow high school courses to be added to the ordinary common schools.

If the township could support a high school, the first-named objection would disappear; but there are few, if any, townships in the state that can support one giving a four-year course. It is true that many townships can provide for some high school instruction to be given, and I think this a necessary thing to do wherever tax enough can be voted to do the work well. But if the high school work is to be attempted in a haphazard, careless, unscientific manner, with poorly qualified and poorly paid teachers in poorly equipped buildings, then the scheme is fore-doomed to failure. Of course

the township plan has the advantage of placing the high school within reach of all, and this fact, of course, would prove a potent factor in carrying any election for specail tax. Such a step may be necessary in the development of our high school system, but I believe provision should also be made whereby a county could take up the matter and establish one or more high schools with facilities that the township school could not approach.

This matter will be studied seriously between now and the meeting of our next Legislature one year hence and whatever legislation seems most suitable to our peculiar needs will then be proposed. Mr. Joyner thinks we should have little difficulty in getting our present high school law amended if there is a demand for an amendment.

I insert here that section of our school law which relates to the establishment of high schools:

"4113. Special tax may be voted for township high schools. In any township upon petition of one-fourth of the freeholders of the township, approved by the county board of education, the board of county commissioners after thirty days' notice at the courthouse door and three public places in the township shall hold an election to ascertain the will of the people within the township whether there shall be levied in said township a special annual tax of not less than ten cents nor more than thirty cents on the one hundred dollars valuation of property and not less than thirty cents nor more than ninety cents on each poll, in addition to all other taxes levied for all other purposes, to be used for the establishment of a central high school or high schools in said township in case such special tax is voted. The board of county commissioners shall appoint a registrar and order a new registration for said township, and said election shall be held in the said township under the law governing general

elections as nearly as may be, and the expenses of such election shall be paid out of the general county school fund. At said election those who are in favor of the levy and collection of said tax shall vote a ticket on which shall be printed or written the words "For High School Tax" and those who are opposed shall vote a ticket on which shall be printed or written the words "Against High School Tax". In case a majority of the qualified voters at said election are in favor of said tax, then so much of the tax on property and polls herein provided for as in the judgment of the committee may be necessary shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All moneys levied under the provisions of this section shall upon collection be placed by the treasurer of the county school fund to the credit of the township high school committee, composed of three members, appointed by the county board of education, and shall be expended exclusively by said committee in establishing and maintaining one or more high schools in said township under such rules and regulations as to its conduct and such course or courses of study as shall be prescribed by the state superintendent of public instruction. The powers, duties and qualifications of the committeemen provided for in this section shall be similar to those of other school committeemen and they shall have the same power to apportion the funds so raised as is conferred upon the county board of education for apportionment of the general fund among the schools of the township. And the provisions of this section shall not be so construed as to prevent the teaching of the elementary branches in such high schools as may be established nor so construed as to prevent the county board of education from making such apportionment of public school funds to such high schools as they may deem equitable and just: Provided, that township high schools may also be

established without the levying of a special high school tax where the public funds are sufficient for that purpose, under such rules and regulations as to organization and course of study as the state superintendent of public instruction shall prescribe: Provided further, that high school subjects may be taught in all public schools employing more than one teacher according to such rules and regulations as to organization and course of study as shall be prescribed by the state superintendent of public instruction where the public funds are sufficient to provide for such teaching, but the high school branches taught in such schools shall not interfere with the thorough teaching of the elementary branches."

January 11th and 12th I examined very carefully a typewritten copy of a Teachers' Bulletin of fifty-odd pages which Supt. Joyner submitted to me for criticism and suggestions. This bulletin has been prepared under Supt. Joyner's direction in accordance with our school law and is soon to be issued from his office. It contains courses of study for public high schools, our public high school law, a discussion of the high school problem, together with various other discussions, suggestions to high school teachers, etc. The courses of study I found to be unsuited to the needs of our rural schools at present.

January 13th I met with our committee on School Organization, composed of Dr. Venable, Dr. Smith, and Prof. Noble, to discuss this course of study with a view to making further criticism and suggestions. The committee was of the opinion that the whole course was somewhat visionary, at least for the present, and decided to ask Supt. Joyner to come up to the University and meet in conference with us for the purpose of discussing the matter together.

January 15th I had a conference with Supt. John C. Hocutt relative to the high school possibilities in Orange County. Very little high school work has been attempted in the rural districts of this county, ~~the~~ although Mr. Hocutt is hopeful of doing something along this line in one or two townships. I see very little hope of doing much in Orange now. However, Mr. Hocutt seems hopeful of doing something in Bingham township, and I have promised to be with him there in an educational rally in the spring.

I am of the opinion that much good can be done in the backward counties by stimulating and encouraging the county superintendents to advocate the establishment of good high schools, for I find that in almost every case the County Board of Education and the township committeemen are willing to follow the lead of the county superintendent so far as the school funds will allow. And so whatever measure the county superintendent advocates will soon find favor with the school officials. In this way sentiment for high schools and local tax to support them can be made in many counties where there is now no such sentiment.

I went to Roxboro (January 18-20) to confer with the county superintendent, the town superintendent, the chairman of the County Board of Education and others about the high school problem there. All of these gentlemen are heartily in favor of the proposition I made them, and they are going to work to make sentiment for a central high school to be established at Roxboro, the county seat. I should be glad to see the town and county coöperate in establishing this school, but under our present law there is no chance for the county to act. And so the only thing that can be done now is to get the town and the one township in which it is located to coöperate in the matter;

and then, after the school is established, to have the other townships coöperate, one at a time if necessary, as the township tax can be voted.

All the above-named gentlemen are much in favor of this plan and so are many of the prominent citizens with whom I talked. We hope this tax can be voted between now and June in order that it may be levied for next year. An educational rally has been planned for the early spring, before the election; in the mean time the matter will be advocated as strongly as possible through the columns of the county papers.

The chairman of the County Board of Education is a young man of much influence in his county. He is very enthusiastic over the matter, and it is through him I must work. I am very hopeful of the ultimate outcome here.

I went to Reidsville January 23rd to confer with Supt. Hayes of Rockingham County. Mr. Hayes was elected to the office of county superintendent last July. So far little has been done in Rockingham County in the way of local taxation and consolidation, and of course very little has been attempted in the way of high school instruction in the public schools. I had two conferences with Mr. Hayes about his work and about the prospects of establishing one or more high schools in his county. Mr. Hayes is going to advocate a special school tax for the whole county, and he says he believes it can be voted after proper agitation as the people are already anxious for it in several places. For this reason he is not paying much attention to agitating the special tax for local districts. His plan is an excellent one if he can only carry it out. He has asked for our help in the matter later on. I see little hope for establishing a high school in this county at present.

Mr. Hayes is also Principal of the Reidsville Seminary, a school that is doing fairly good high school work. I believe this school property can be obtained for a county high school whenever the county is ready for such a school.

While in Reidsville I spent a day in the Reidsville Graded School which is under the superintendency of Mr. S. G. Harden. The High School Department is conducted on the departmental plan. The courses in English, Latin, Greek, History, and Mathematics are well-planned and well taught. Little work is done in science--only a very elementary course being given in Physics. Nothing is done in Manual Training and Domestic Science.

January 26th State Superintendent Joyner came up to the University to confer about the course of study, etc., which he had a few days before submitted to me for criticism. At this conference were President Venable, Dr. Smith, Prof. Noble, Supt. Joyner, Mr. C. L. Coon who had come up with Supt. Joyner, and myself. Our committee could not approve of the general plan of the bulletin before mentioned nor of the courses of study in detail. We could say nothing as to the issuing of the bulletin as that is Supt. Joyner's affair and not ours. The only thing left for us to do was to criticise the courses of study and to suggest any changes we deemed necessary. I have before stated the courses of study as they were originally planned were not suited to our needs, and so we offered quite a number of suggestions at this meeting.

Our committee and I met again on the 27th to put our suggestions in final form before returning this bulletin to Mr. Joyner.

Very truly yours,

N. W. Walker.

February, 1906 - Walker.

Rec'd Gen. Ed. Bd.
MAR 13 1906

Department of School Organization
University of North Carolina
Chapel Hill

Report for February, 1906.

Charlotte.

On February 6th I went to Charlotte and spent two days in the schools ~~at~~ of that city. One of the most important educational needs of Charlotte is a public high school separate and apart from the city graded schools. This, of course, would require a new building to be used for high school purposes only. The city is able to make this provision, and Supt. Graham is anxious for it, but the board of education seems to be given to the practice of parsimonious economy. Eight years ago the city superintendent in his annual report recommended: "A central high school from grade nine to twelve for boys and girls." And the same recommendation has been made time and again since. At one time it seemed that Supt. Graham's wish was about to be realized and a central high school established, but the board finally decided to establish another graded school instead of the high school. And so the matter stands. It is doubtless only a question of time when the city high school will come, ~~the~~ though it will hardly be until the present schools are crowded until they can accommodate no more.

At present the ninth and tenth grades constitute what is called the Boys and Girls' High School, the ninth grade being in the old building and the tenth in the new. Some high school studies,

however, are given in the seventh and eighth grades. Latin, for instance, is begun in the seventh--too early it may seem, yet the superintendent expressed a desire to have it begun in the sixth grade.

While in Charlotte I took occasion to visit the Brown University School which is a private preparatory school under the management of two young Davidson College men, Messrs. Brown and Glasgow. These two men are the only instructors in the school. The course of study covers five years and is planned to prepare men for college. It would seem to one who looked in on the work rather hurriedly that the discipline of this school could be vastly improved upon. It might also occur to one that the sooner such improvement was inaugurated the better it would be for the school.

I tried to see the County Superintendent of Mecklenburg while in Charlotte but was unable to get up with him notwithstanding the fact that I had written to him several days before and asked for a conference. I visited one of the schools under his supervision, however, at Dilworth, one of Charlotte's suburban towns. This school is pretty well graded and is doing very good work. It is taught in an excellent brick building and has a good teaching force. This school carries its pupils through about two or two and a half years high school work.

February 8-10 I attended the meeting of the Association of City Superintendents in Greensboro.

Granville County.

February 14th I went to Oxford to confer with Supt. Kittrell of Granville County. Mr. R. G. Kittrell like most other county superintendents is working especially on the question of local taxation. At present his school term is about five months. He has 52 white and 38 negro schools under his supervision with a total school fund of about $19,000. Only six of these 52 white schools have two teachers. There is a good deal of sentiment in Salem township for a high school, but the township is too small to support such a school. It has only 166 white children and 92 colored.

The only thing for Granville County to do at present, it would seem, is to make provision with the town of Oxford whereby the pupils of high school grade could enter the high school department of the Oxford Graded School. They have an arrangement at present whereby all pupils living within one mile of the corporate limits of the town are admitted to the town school.

I had conferences with the chairmen of the town and county boards of education and discussed the high school question with them. They are both favorably inclined to do all in their power to increase and improve the high school facilities of both town and county. At the request of the chairman of the town board I am going back to Oxford in May when his board meets to urge the necessity of adding another year to the present course of study and of increasing the teaching force.

Oxford High School.

While in Oxford I visited the graded school and looked especially into the working of the high school department. The course of study covers three years beginning with the seventh grade. This course is too crowded. I called Supt. Bland's attention to this fact and he admitted it. I also called the attention of the chairman of the board to the same fact and he requested me to come before the board in May and present the matter for consideration. He seems to have advocated increased high school facilities for some time, but a majority of the board have not seen the needs of the school as he has.

I also visited the Horner Military School while in Oxford. This school is well known as one of the best preparatory schools in N. C. I deem it unnecessary to report on my visit there more fully.

Vance County.

From Oxford I went over to Henderson February 16th to visit the city high school and to confer with Supt. J. C. Kittrell of Vance County.

Vance County is in a far better condition educationally than most counties of the State. ~~The~~ although the county is small it has a school fund of about $22,000, and a school term of something over seven months. Some high school instruction is given in several of the schools of the county and there is one of the county schools, the Supt. tells me, that prepares its students for college. This school is at Middleburg. It has been made possible by consolidating four old districts that had log school houses valued at $100. Since the new consolidated school has been established Mr. Kittrell informs me

that real estate in that neighborhood has advanced about one hundred per cent. This county presents one rather peculiar anomaly: in one township there are 11 white children and 244 negro children of school age.

Henderson High School.

The graded schools of Henderson are open not only to the pupils of the town but to all those living in the township in which the town is situated. Those below the fifth grade in the rural districts attend the rural schools of the township which are also under the supervision of the city superintendent. Hence the special tax for schools is levied not only on the property of the town but on that of the township. This coöperative plan seems to be working nicely for both town and country.

The school building in which the high school is conducted is a very ordinary wooden structure not originally designed for school purposes and not well adapted to school uses. A handsome new brick building is in process of construction and is now nearing completion. The cost of this building when equipped will be about $25,000. It will be ready for occupancy in April.

The course of study in the high school department covers three years, beginning with the eighth grade, ~~thou~~ actually the work is arranged so a student can complete the course in 3, 4, or 5 years according to his ability. At present the teaching force in the high school department is not sufficient to do well the work required to be done. I spoke of this to Supt. Alderman and he said additional teaching force would be added next year.

Concord High School.

I spent February 23rd in the Concord schools with Supt. Walter Thompson. The high school course here nominally begins with the eighth grade and includes three years' work, ~~two~~ eighth Latin is begun in the seventh grade. The course is too crowded for thorough work and Mr. Thompson admits it. He says he is "between the devil and the deep sea" with the demands of parents on one hand and the college entrance requirements on the other. He needs another year's work in his high school course in order to meet the requirements for entrance to college, but many of the patrons are already objecting to the length of time pupils have to spend in school before being prepared for college, and so it is almost impossible to get another year added to the course at present. He informs me that most of their pupils who finish do enter some college. Nineteen went to college out of last year's class of twenty-one. The question here is the one that is uppermost in nearly every educational problem, namely, that of finance. It seems impossible to get more money for the schools at present and hence it is impracticable to increase the teaching force and thereby increase the efficiency of the high school department.

The Laura Sunderland School.

On the evening of February 23rd, in company with Supt. Thompson, I visited The Laura Sunderland School which is located about a mile and a half from the town of Concord. This is a female school supported by the Northern Presbyterian Church. Its pupils, however, represent several denominations. Tuition, board, etc., are practically free, as each pupil is required to pay only what she feels able

to pay. No one pays more than $55. a year, and I am told that there are many who pay as little as $15. There are some, possibly, who pay nothing. At present there are 60 pupils in the school--all it has accommodations for.

These pupils are well cared for. They are instructed in the ordinary common school branches through about the 8th year's work. They are also given instruction in Domestic Science in a practical way. They are taught to do their own work.

The aim of this school is to reach those pupils who would not ordinarily attend any school beyond the lower grades of the rural schools.

On every hand I heard most excellent reports and unstinted praise of the good work this school is doing. The girls taught here, I understand, go back to their homes and not infrequently teach their mothers telling lessons in domestic science and practical economy.

Cabarrus County.

February 24th I had a conference with Supt. Boger of Cabarrus County relative to the schools under his supervision. There are 48 white schools and 22 colored schools in this county which has a school fund of about $15,500. Only 6 of these schools attempt any high school work and there are only about 50 pupils (not including those in the town and private schools) who are pursuing high school studies. The county superintendent does not favor the establishment of high schools until the school facilities are increased in the lower schools. There is really little chance for much to be done in Cabarrus County at present.

On February 26th Mr. Boger took me over to Mt. Pleasant, a village about nine miles from Concord, to see the schools there. The Evangelical Lutheran Synod has two schools at this place--one for boys, once known as North Carolina College and now called Mt. Pleasant Collegiate Institute, and one for girls known as Mt. Amoena Seminary. The former of these schools was established in 1853 under the name of Western Carolina Academy. In 1859 the school was incorporated and its name changed to North Carolina College. It continued under this name until 1901 when the college ceased to be. The Synod then leased the property to some gentlemen who have been conducting a preparatory school there under the name of Mt. Pleasant Collegiate Institute. It would seem that this property might be purchased for a county high school some day whenever Cabarrus County is ready for such an institution. There are three good brick buildings, a principal's home, and about 16 acres of land. The location is most favorable for a school. I don't think this property can be obtained at present but the time is coming when it can be bought and Cabarrus County will miss a rare opportunity if it does not purchase it.

Salisbury.

February 27th I stopped over at Salisbury and visited the graded school on the 28th. The superintendent was not in town at the time and so I did not stop long. From what I saw while there I should judge that the pupils of the high school department have a good deal more work to do than they can do at all satisfactorily. The high school course includes four years' work beginning with the eighth. I was informed that every high school pupil is on recitation four hours

and a half every day. No time is allowed for study between recitation periods and but little for recreation during the day. I expect to stop over at Salisbury again and visit this school when the superintendent is there. I will report on it more fully then.

Very truly yours,

N. W. Walker

Stenographer's Walker - March Report

Gen'l Educ. Board
APR 16 1906

Department of School Organization
University of North Carolina
Chapel Hill.

Report for March, 1906.

At the request of Supt. W. B. Speas, I met on March 5th with the Board of Education of Forsyth County to discuss the matter of establishing high schools. I discussed the necessity for the high school, showed its relation to the lower school, the college, and the community, and emphasized the fact that its establishment and development is the next step forward in our educational progress. I also called the attention of the Board to the unusual opportunity Forsyth County has of obtaining at half its worth some valuable school property in the southern part of the county that could be used for high school purposes. (The facts in regard to this property will be given further on in this report). After I had presented this matter the members of the Board expressed themselves as being favorably impressed with the idea, and they seemed willing to do whatever they could to get possession of the property. Of course under our present school law they can do nothing. They can, however, express a willingness to act (and they have so expressed themselves) and they can ask for special legislation next year that will allow them to purchase this property and establish a county high school. There is no other county in the state that has such an opportunity as this, and there is no better place to make a beginning and to prove the efficacy of the

county high school. The chairman of the Board instructed the Superintendent (and requested me to go with him) to examine this property, make a careful investigation of the conditions, etc., and report at their next meeting.

In accordance with the Board's request Supt. Speas and I went out to the Clemmons School on March 20th, made an examination of the buildings, grounds, equipment, etc., and had a conference with the Principal, Rev. James E. Hall, who is very much in favor of disposing ~~with~~ of the property. The facts relative to the school are as follows:

Mr. Edwin T. Clemmons, a native of Clemmonsville, who died in Salem in 1896 provided in his will that certain of his property should be turned over to the "Provincial Elders' Conference of the Southern Province of the Moravian Church in America," for the purpose of establishing a Moravian Church and School in his native village. In accordance with the founder's will the school which bears his name was established in 1900.

Clemmons School is located in the southern part of Forsyth County eleven miles south-west of Winston-Salem, and about one and one-half miles distant from Clemmons Station on the N. C. Midland Division of the Southern Railway. This is in the fertile and prosperous section of Piedmont Carolina, two miles from the Yadkin river, in the midst of a most excellent rural community. I doubt if a more desirable spot for a school could be found in the county. The climate is healthful, the water abundant and pure, the scenery beautiful, and living expenses very moderate. ~~The views which I herewith enclose will give some idea of the buildings, etc.~~

The school has been prosperous from its foundation. It has

grown steadily until it has become necessary to increase, at an early date, the teaching force and equipment which would require the expenditure of more money than is at the Board's disposal to put into it. The school is doing all grades of work from the primary grades up through the college preparatory work, or through the high school. At present there are in the high school department 65 pupils. Of these, 55 are from Forsyth County--24 girls and 31 boys; 12 of these girls and 6 of the boys are boarding students. Of the remaining 10 in the high school department, 3 come from Davie County; 1 each from Davidson, Wilkes, and Rowan Counties; 2 from Kansas; and 1 each from Virginia and Kentucky. There are about 100 pupils in the primary and intermediate departments.

The situation at present is this: If the school is to develop as a church institution, more money must be expended in equipping it so it can accommodate more pupils. But the Board is handicapped for this reason: They have not built the church in accordance with the requirements of the will and they cannot do it if they put the money into the school. They have recently learned that the property Mr. Clemmons left for the purposes above mentioned is not worth as much as they at first estimated; hence, the dilemma; and therefore the willingness on the part of some of the trustees to sell. Mr. Hall, who at present is at the head of the school is very favorable to the idea of turning the entire property over to the county at one half its actual value on condition that the county operate a high school there which shall be called the Clemmons School. At first the attitude of the Financial Board was not at all favorable to this idea, but they have nearly all changed position and some of them are quite enthusiastic over it. The most important member of them all

who was at first opposed to the plan is now advocating it. And if Forsyth County lets this opportunity pass it will certainly miss a good thing.

The main building is built of brick and finished in N. C. Pine. It was completed in 1900 at a cost of $10,000. Besides the Assembly Hall, with a seating capacity of 400, it contains class rooms, music rooms, a library, an office, cloak and lunch rooms, a laboratory, and in the dormatory portion of the building living rooms for the young men. To construct this building now would cost $12,500 at least.

This building is equipped with single desks, slate blackboards, a small library, maps, easels, 2 typewriters, and 2 pianos.

No 9 The Young Ladies' Dormitory is a wooden building erected at a cost of $3,000. This, too, is fittingly equipped and has 2 pianos.

No 10 The Headmaster's Home is also a wooden building which was erected at a cost of $1,500.

No 11 Besides these buildings there are out-houses, and 7 stalls for the horses of those pupils who come from a distance.

No 12 The buildings, equipment, etc., cost at least $16,000, and they are worth it. But Forsyth County can purchase the property for $8,000 or less.

Supt. Speas is very enthusiastic over the prospects. He writes me that his Board is even more favorably inclined since his report, and that the trustees of the school are also more in favor of the deal.

There are in Forsyth County 79 white and 20 negro schools. The school census of the white race is 8930; that of the negro race, 3638. The entire school fund is approximately $39,500. Eleven of the white schools give some instruction in high school branches. The average length of the school term is about 5 months. The taxable property of the county for 1904-5 was valued at $12,078,549. Next year it will have increased perhaps to $15,000,000. and over. Hence, it can be seen that to support a county high school would require only a very small tax rate. Whether or not such a tax could be voted remains to be seen, but there is no better place to make an attempt than right here.

It is of interest to note just here that Forsyth County boasts of one of the handsomest court houses in the state. It was built a few years ago at a cost of $55,000. And I may also note in passing that one member of the Board of County Commissioners that built this court house is now a member of the County Board of Education. Let me add, to his credit, he is in favor of the high school movement also.

<u>The Winston City Schools</u>.

On March 6th I visited the schools of Winston which are under the supervision of Prof. W. S. Snipes. Winston needs a new high school building separate and apart from its graded schools. Supt. Snipes recognizes this fact, of course, and he is going to bring the matter to the attention of his School Board. He feels sure, however, that it will be sometime before such a building will be secured, yet he is also aware of the fact that it will not be built

until it is asked for and the actual need for it is made known.

At least one more year's work ought to be added to the course of study of the Winston high school. This is something that must come before long. No one realizes the need of this more keenly than does the Supt. of schools and he is going to do all in his power to get it.

Salem.

The public schools of Salem are operated as a part of the county system of schools, no special tax being levied for their support. Salem has a population of about four thousand. I know of no other town this size in the state but has good graded schools operated under a special charter. Salem's backwardness in this particular can be easily accounted for. Its population until quite recently was composed almost wholly of Moravians, and the Moravian Church has operated good schools there for over one hundred years. The Salem Boys' School was founded in 1794, and is in a prosperous condition to-day. The Salem Female Academy and College was founded in 1802 and that, too, is more prosperous than ever before in its history. With these church schools at their very doors, the people of Salem have seen little need of public education.

March 12-17 I spent in my office attending to my correspondence with school men in various parts of the state.

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Davie County.

By appointment I went to Mocksville on March 20th to confer with Supt. Hodges about the school work in Davie County. When I arrived, however, Mr. Hodges was very ill and therefore unable to meet me. Our conference was, therefore, necessarily postponed indefinitely.

I met the chairman of the County Board of Education, however, and had a short conference with him. Mocksville, the county seat of Davie, a little town of about 800 or 1000 inhabitants hopes soon to vote a special tax for the establishment and support of graded schools. No high school work is done here at present except in one small private preparatory school.

Yadkin College.

From Mocksville I went to Yadkin College in Davidson County, a rural village ten miles north-west of the town of Lexington. The Methodist Protestant Church tried many years ago to operate a school here known as Yadkin College and from this the village takes its name. For a while a good school was run, but for some reason it failed. The church then leased the property and for several years an ordinary school has been conducted here known as Yadkin Collegiate Institute. For a part of the year--that is, so long as the public school money for the district lasts--the school is public and enrolls perhaps about 100 pupils. The public school for this year was over when I was there, and there were only 45 pupils enrolled.

The building is a three-story brick structure, forty-eight by ninety feet, with an observatory six stories high. It has an

auditorium with a seating capacity of 800 or 1000. At present this building is in rather poor condition, but at comparatively small expense it could be put in good state of repair and made attractive.

Just now the Methodist Protestant Church is attempting to establish another college elsewhere, and it would no doubt dispose of this property at a small price--perhaps half its value. Here is a chance for Davidson County to get possession of good property for a rural high school whenever it gets ready to establish such a school.

Lexington.

From Yadkin College I went to Lexington where I had a conference with the chairman of the Board of Education, Capt. F. C. Robbins, and the Supt. of Schools, Prof. W. M. Brown.

Lexington is just completing a handsome school building at a cost of about $20,000 which will be well equipped and modern in all respects.

I found that in the high school department of the Lexington schools the work covers only about two years. Supt. Brown says the reason why a four-year course is not given is because there is no demand for it. It seems that the pupils have been in the habit of leaving the school about the end of the second year in the high school, and so there have not been pupils enough to justify the expense of the extra teaching force and equipment that would be necessary to give three or four years' instruction in the high school branches. Both Supt. Brown and Chairman Robbins are anxious to increase the course as soon as practicable, and I think one year's work will be added next year.

On March 29th I went down to Raleigh for a short conference with Supt. Joyner about the Clemmons School matter and other things. Supt. Joyner says the course of study for the high schools of the state, which will be published from his office, logically should be prepared by me--or by my committee and me. And so he requests that we prepare a course to be submitted to the committee on this work at the Teachers' Assembly. He desires to have as nearly as possible a uniform course for all the high schools of the state, including both city schools and rural high schools.

The Secretary of the Teachers' Assembly informs me that I have been appointed a member of the committee to consider and report to the next session of the Assembly such suggestions and recommendations as the Assembly wishes to urge upon the next Legislature with regard to school legislation. I am asked to consult with the University authorities on this matter so as to be able to present their ideas as well as my own. This committee will confer with Supt. Joyner so that whatever recommendations it decides to make will be presented to the Legislature next year with the solid backing of the educational forces of the state.

Randolph County.

At the request of the Chairman of the Association of High Schools of Randolph County I met on March 31, in Asheboro, with representatives from the several schools of the county, public and private, that attempt to do any high school work. The object of the meeting was to frame and adopt a uniform course of study to be given

in these several schools. A committee has been appointed to report at the N. C. Teachers' Assembly in June on such a course of study for the schools of the state. I informed the Association of this fact and suggested that this matter be delayed until after the meeting of the Teachers' Assembly. My suggestion was accepted and no definite action was taken.

While in Asheboro I had a conference with the County Superintendent, Mr. J. M. Way, about the educational conditions in his county, and the possibility of increasing and developing the high school facilities. He is hopeful of doing something later, but the problem he is at work on now is that of consolidation and local taxation.

Supt. Way says their school fund would be greatly increased if the property of his county could be listed at anywhere near its value. The property value of the county is given at $5,371,150. He says it should be $12,000,000. at least. The entire school fund of Randolph County was last year $21431. A proper valuation of the property would increase this to thirty-odd thousand. There are 104 white schools in the county and 22 colored. The school census is, whites 8612; negroes, 1289. There are 14 white schools with 2 or more teachers, and 10 of these are doing some high school work. There are 6 local tax districts and others petitioned for. The length of school term for the county last year was 84 days. This year it will be about the same.

Asheboro.

Asheboro, the county seat of Randolph, last year voted a bond issue of $10,000 for the purpose of erecting a new school building.

This building will be ready for occupancy sometime next fall it is hoped. I examined two sets of plans which the School Board now has under consideration and advised the Superintendent and two members of the Board with whom I conferred to accept the plans for a $15,000 building. Owing to the recent advance in the price of building materials $10,000 will not be sufficient to put up such a building as was originally planned. Hence it would be only a question of a short time before the capacity of such a building would have to be increased. I was glad to find that the School Board was in favor of borrowing $5,000 extra in order to erect a $15,000 building. I feel sure they will attempt to do this.

Very truly yours,

N. W. Walker

April. Walker.

Rec'd Gen. Ed. Bd.
MAY 16 1906

Report of Professor Walker of North Carolina

Department of School Organization
University of North Carolina

Report for April, 1906.

Tryon.

On April 6th I went to Tryon where, by appointment, I delivered an address at an educational rally which was held in connection with the commencement exercises of the Tryon Graded School. Two other addresses were made--one by Mr. M. Davis Branon, Supt. of the school, and another by Mr. T. T. Ballenger, State Senator from the district in which Tryon is situated. We had a large crowd present from the town and county.

The school at Tryon heretofore has been attempting to do very little, if any, high school work. The building is a very poor one with practically no equipment. The superintendent and the leading citizens of Tryon have been working very hard to interest the people in the school and they have succeeded in working up quite a good deal of interest and sentiment. Hence in our addresses we emphasized the necessity of increasing the school facilities and the importance of taking steps at once to re-organize the school on a better basis and in a more thorough way. After the exercises were over I had brief conferences with many of the leading citizens of Tryon, and every one, without an exception, expressed himself as willing to do all in his power to bring within reach of the children of Tryon the best school

facilities possible. I feel sure that an issue of bonds and a local tax for the establishment and maintenance of a good school here will be voted as soon as practicable. I have promised to return whenever I can be of service in furthering this movement, and I feel confident that by constant local agitation we shall succeed in increasing the school facilities at this place.

The Bingham School.

On May 12th I stopped over at Mebane to make a brief visit to the Bingham School located at this place. This school, now over one hundred years old, has indeed had an honorable and successful career. And although it may not occupy the position in North Carolina education it once did it still holds its place among the best private preparatory schools in the state. The principal and the teachers boast a good deal of their firm discipline and Christian teaching. A study of the Bible is required of all students who enter the school, and the principal maintains that the salutary influence of this course upon the morals and discipline admirably vindicates the wisdom of its introduction. A little later, while discussing another problem, he informed me that over one hundred cases of corporal punishment were administered in his school last year.

Graham.

From Mebane I went to Graham. The graded school here has been in operation only about three years and the high school work has not yet been developed. Supt. Robertson hopes to increase the high school work as fast as there is a demand for it. Two years of high

school work are given now and one more year's work will be added next session. I discussed this phase of the work with Supt. Roberson and showed the necessity for developing the secondary work just as fast as practicable. Very rapid strides have been made in school work in Graham for the past few years and with the favorable conditions now existing the prospect for increased high school facilities is indeed hopeful.

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Alamance County.

While in Graham I had a conference with Dr. W. S. Long, Supt. of Schools of Alamance County, relative to the schools and school work under his supervision. He informs me that six years ago not one cent of local tax for schools was voted in Alamance. The amount raised by local tax this year was $11,471.20. The entire school fund for the county is $17,637.87. The number of white schools in this county is 62; colored, 26. White schools with two or more teachers, 20; colored schools with two or more teachers, 5. Some high school instruction is given in most of the white schools that have two teachers, though, as a rule, it is not done with any system except in very few schools. The school census shows that there are in this county 6,591 white, and 2,480 colored children.

Dr. Long has his teachers to report to him every case where parents, white or colored, are unable to send their children to school because of their inability to provide books and proper clothing. He then sees to it that every child in every case thus reported is provided with books and clothes, in many cases at his own expense. If, however, he feels the expense is more than he ought to bear individually, he lays the case before some philanthropist of the county and appeals to

him for a contribution--and he generally gets it. Alamance county is indeed fortunate in having such a man as Dr. Long as superintendent of schools.

Burlington.

From Graham I went to Burlington for a brief visit. As I could stay only a short while Supt. Curtis requested me to come back as soon as practicable and assist him in reshaping the course of study for his high school department. In compliance with his request I went back on the 27th and spent a day in his schools for the purpose of studying his work, his course of study, etc.

Although the Burlington schools as organized at present have been in operation only a few years, the Supt. has succeeded in working up a course of study that covers twelve years' work of nine months to the year. The high school work begins with the ninth year and continues through the twelfth.

After seeing all the high school work and going over the course of study very carefully I suggested to Mr. Curtis several changes which seem necessary for the proper correlation of studies. He agreed with me and said he would try to have these changes effected. He told me he would remodel his course and requested me to stop over with him again after he had done so and make any further suggestions and criticism that might seem necessary. I have consented to do so whenever he is ready.

The course of study as planned at present devotes too much time to Mathematics and Latin and too little time to English and elementary Science. I suggested that he drop Trigonometry and, per-

haps, the advanced commercial Arithmetic after the first year, andput this extra time on English in order that the work in this study may be made more intensive. I suggested that he attempt to do no more Latin than the colleges require for entrance, and that a little more work be done in Physics and Civics. At present the senior Latin class is reading Livy, and every pupil who graduates from the high school is required to write an essay in Latin. By making a few changes so as to bring about a better correlation of studies this course can be made strong and the work will be made more intensive and consequently more effective.

On the 18th I visited the Cary High School; on the 26th, Whitsett Institute and Elon College. The first two are private preparatory schools, and the third is the institution of higher education of the Christian Church of the Southern States. I suppose no report is necessary of the work of these institutions.

At a meeting of the Committee on School Organization on the 20th it was decided to take up the matter of accrediting schools. Circulars will be issued to the various schools that wish to apply for accredited relations and the conditions explained under which these relations will be granted. It was decided, too, that the schools for the present shall be accredited by subjects, and that a list of the accredited schools together with the subjects in which they are individually accredited be published in our next catalog. It is believed that this feature of our work will aid more in developing the high schools already established and in keeping their courses of study properly correlated than any other factor in our educational work. During my visits for the last eight months to various schools of the state I have learned that the high schools both public and pri-

vate are anxious for the University's official approval of their work. Indeed no other attitude on their part could be expected. And this being the case, it seems reasonable to suppose that they would make extra effort to bring any weak department up to the requirements for accredited relations.

Very truly,

N. W. Waeber

Walker - May, 1906.

Rec'd Gen. Ed. Bd.
JUN 16 1906

Department of School Organization
University of North Carolina.

Report for May, 1906.

The Conference for Education in the South:

The first week in May I was in Lexington, Kentucky, attending the Conference for Education in the South. I found the reports, discussions, addresses, etc. very instructive and helpful and at times indeed inspiring. The dominant note there sounded was one of progress along all educational lines, and it was optimistic too.

Two of the most notable, and, in my opinion, the most helpful, addresses delivered during the whole conference were the addresses by Dr. James W. Robertson, of the Macdonald College, St. Ann de Bellevue, P. Q., Canada, and Dr. S. A. Knapp, of the U. S. Bureau of Plant Industry, Lake Charles, La. These addresses were neither speculative nor theoretical, but were plain and practical and thoroughly in accord with up-to-date pedagogical methods. And what gave them especial weight, aside from the characteristics already mentioned, was the fact that behind each address was a man of experience who had by his works proved the possibility and practicability of the things he advocated as well as the effectiveness of the methods by which the results were accomplished.

On the afternoon of May 3rd, at the call of Dr. Buttrick, the special high school representatives of the southern states met to discuss some of the problems connected with their work. There were present

at this conference Dr. Buttrick, Dr. Robertson, Dr. Knapp, Dr. True, of the U. S. Department of Agriculture, Dr. Payne, of the University of Virginia, Prof. Claxton, of the University of Tennessee, Prof. DuBose, of the University of Alabama, Prof. Stewart, of the University of Georgia, Prof. Hand, of the University of South Carolina, and myself. The discussions, led by Dr. Robertson, Dr. True, and Dr. Knapp, were very informal and were participated in by all present, each one asking, whenever he chose, any questions relative to his peculiar problems that he desired to have discussed. This meeting proved helpful to all, for here were discussed some of the fundamental principles underlying secondary education and some of the problems peculiar to southern industrial education which must be solved and solved wisely. Such discussions must lead to a better understanding of these problems which must precede a just and wise solution of them. Such an understanding is coming about and such a solution belongs to the near future.

New Bern:

On May 16th I went to New Bern to visit the schools of that city. The New Bern schools are handicapped by an unwieldy school board. This board is a self-perpetuating body of twenty-four members who are elected for life. Into such a body it is a hard problem to infuse new blood and new life. I was informed by one of the active members of this board that it is, as a rule, difficult to get enough members present at the meetings to transact business.

About a century ago a certain philanthropist left to the town of New Bern a good deal of valuable property to be used for the establishment and maintenance of a city school. Some years ago when the New Bern graded schools were established the old trustees of the New

Bern Academy, by legislative enactment, became the school board for the new system of schools. This explains why such a body is in existence to-day. Everybody seems to see the folly of such a ponderous organization and yet nobody is willing to take the initiative in inaugurating a change.

The course of study in the high school department covers three years' work. Another year's work should be added but such an addition will hardly be made for some time.

Craven County:

While in New Bern I took occasion to see Supt. Brinson, of Craven county, and to learn from him the status of educational affairs in his county. There are in Craven 45 white, and 35 colored schools. The school census shows that there are 3,342 white children, and 4,044 colored children in this county. The entire school fund of the county is $16,000. Only two places have local tax--New Bern and Dover. Only 3 white schools attempt any high school work--New Bern, Dover, and one rural school. This means that there are in all the schools of the county--town and rural schools included--less than 100 pupils doing high school work. There are only 54 high school pupils in the white public schools of New Bern. Mr. Brinson thinks the prospects for increasing the high school facilities of this county not at all bright at present.

Kinston:

From New Bern I went to Kinston tho the schools had closed before I reached there. I had a conference with Supt. Brogden relative to the schools under his supervision. In educational affairs Kinston has during the past few years made great advancement. The

course of study in the school system includes eleven years' work of 8 months to the year. Supt. Brogden is working now to increase the term to 9 months, and is hopeful of accomplishing this in the near future. When this increase is made he says he will have little difficulty in completing the work (except Latin) required for entrance into most of the colleges.

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It is pleasing to note the growing interest in high school work in the various towns of the state and the desire and the effort on the part of the school authorities in most towns to provide increased facilities. A few examples will serve to illustrate what is taking place:

Asheville:

Supt. Tighe informs me that his board has decided to increase the high school course of study by almost a year's work, and to purchase a suitable site and put up an up-to-date high school building separate and apart from the city system of graded schools.

Asheboro:

This is a small town of about 1500 inhabitants. Last year it voted to issue $10,000 in bonds for the erection of a good school building. Now the board has decided to borrow $5,000 extra in order to construct a larger and better building, and to increase the course of study by another grade.

Durham:

Instead of putting $35,000 into a high school building as it started out to do, Durham has decided to put into building and

grounds $55,000. This building will be ready for use in September.

A number of smaller towns and some of the larger ones are realizing that they have not yet arrived at educational righteousness, and they are making efforts to increase their high school facilities and make them equal to the very best.

Haywood County:

Supt. Allen of the Waynesville schools informs me that the interest in Haywood county in high school affairs is growing and he thinks the time for action there is close at hand. He is quite enthusiastic over the prospects. He has written to me several times relative to the matter and I have instructed him how to proceed. He has again asked our help in this matter and I have promised to go back to Waynesville in the interest of this work whenever he needs me.

Forsyth County:

Supt. Speas informs me that interest in the Clemmons School matter is growing. You will recall that I reported on this in March, and stated that nothing can be done under our present school law. To repeat what I have already reported, the situation at Clemmons is this: The Moravian Church now operates at this place a good high school founded by the late Edwin T. Clemmons. The school is prosperous, but, if it is to develop as a church institution, more money must be expended in equipping it so it can accommodate more pupils. But the board is handicapped. The will of Mr. Clemmons has not been complied with. It stated that a church should first be built and then a school. The school was built first, and now it is learned that the value of the property Mr. Clemmons left for these purposes has been overesti-

mated; hence, the dilemma; and therefore the willingness on the part of the board to sell. They have no more money to spend in increasing the equipment, etc., the church must be built, and so something must be done. The school property here is worth about $16,000. The board will turn this over to Forsyth county for public high school purposes for one half its value. The only thing to do is to keep the interest up until special legislative enactment will allow the county to take the matter up. The school fund of this county is $40,000, and so it will be seen that a very small tax would be required to operate such a school here.

Greater Demand for Teachers:

One of the hopeful signs of the development of secondary school work in this state is to be found in the fact that there is a growing demand for more men and for better trained men to engage in school work. This means that increased facilities must be provided for preparing men for this kind of educational work. Such increased facilities must sooner or later be made here at the University in order that this demand may be supplied. Hardly a day passes that I don't have calls for trained men to become superintendents, principals, and teachers in secondary schools both public and private in this and other southern states. We have been able to supply men for many of these positions, but we cannot supply the demand. To supply this demand for trained educational workers is one of the functions of a state university, and right well has this institution performed its part in this particular. In this respect it has done a large work in the past; it must prepare to do a still larger work in the future.

It is the logical head of the public school system and it must bend its energies to develop, strengthen, and perfect this system.

Very truly,

R. H. Walker

Walker - North Carolina - Summary 1905-6

Rec'd Gen'l Educ. Board
SEP 10 1906

Rep 11

Department of School Organization
University of North Carolina.

Summary of Achievements for Scholastic Year 1905-6.

No high schools have been established because we have no law adequately providing for their support. We hope, at the meeting of our Legislature next winter, to secure the passage of such laws as will encourage the establishment and foster the growth of a system of public high schools. Nothing of the sort has been possible during the past year.

My time has been spent largely with the schools and school men--

(1) With the county superintendents discussing their local school problems, urging upon them the necessity of increased high school facilities, and in encouraging them to bring this question before their respective school boards and to advocate it among their people.

(2) With the city superintendents, calling their attention to the same problems, helping them in many cases to reshape their courses of high school studies, and advising with them in various other ways when possible.

(3) With the city high schools, the church schools, and private preparatory schools, studying at first-hand their organization, their needs, their problems and possibilities; lending aid here and there whenever possible.

(4) At educational meetings of various sorts--teachers' meetings, superintendents' associations, educational rallies, etc., in private conference and public addresses advocating increased high school facilities.

The achievements of the year have not been in tangible results, yet I do not believe the time has been spent in vain. I believe the following items may be reported as definite achievements:

(1) We have succeeded in interesting most of the county superintendents in pushing forward the high school work, and many of them are vigorously at work in advocating high schools before their county boards of education and before the people of their respective counties. They are discussing the question at their educational meetings (in several of which I have assisted) and through the columns of the county papers. In many of the counties sentiment crystalizes slowly, yet in several counties the prospects are bright for high school work. The outlook is hopeful in about twenty counties.

In Person county the following resolutions were passed by the Board of Education on July 9:

"Resolved, First. That the Board of Education of Person county does hereby express its desire that a "Public High School for Person county" may be established in the county in time to begin work in the fall of 1907.

"Second. That this question be agitated as widely as possible throughout the county by the County Superintendent, by the Board of Education as an organization, by the members of the Board individually, and by all friends of education throughout the county.

"That the Board of Education, together with the County Superintendent, the State Superintendent and the Professor of Secondary Schools at the State University formulate a plan for such a "Public

High School" as the county needs as early as possible; and that systematic work may be done by all concerned for its establishment."

These resolutions were published in the town paper. A few days later the Chairman of the Board of Education in an article for publication on the high school question used these words:

"Perhaps the most important work of the school in the beginning, would be to fit boys and girls for college and for business; and make an effort to give special training to those who are to become teachers in the public schools. The High School could soon furnish most of the teachers needed in the county.

"The question now is to get the High School idea before all the people of the county, and get them to discuss it. What will the people do about it?

"Today a substantial interested citizen of the county rode ten miles from his home to town to say to County Superintendent Holloway and myself that the people in his community wanted the High School to be located in that section; further that he personally would give a nice site of four and a half actes for the building and that he felt sure the people in his community would give $1500 to $2000 toward a building if the school could be located in their neighborhood. Another man from the same section stated he thought the people there would raise $3000, saying that he would give $250 himself."

This will give some idea of how sentiment is forming in this county.

The Board of Education has about $60,000, known as the Terrell fund, the proceeds of which we hope to succeed in getting set apart as a high school fund. I have advocated this, and the plan has been approved by the State Superintendent of Public Instruction, the County Superintendent, the Chairman of the County Board of Education and others. The only difficulty will be in complying with the will

of the philanthropist who some years ago left this money for the schools of Person county.

In Forsyth county the trustees of Clemmons School have agreed to donate $8,000 for a county high school on these conditions: This school belongs to the Moravians. It is a new school, has good buildings and grounds valued at $16,000, and fairly good patronage. Now, if the County Board of Education will take charge of the school and run it as a public high school, open to all the pupils of high school age of Forsyth county, the trustees will turn this property over for $8,000, thus giving $8,000 to the county. The Board of Education, the county superintendent, and many of the leading citizens are doing what they can to have this deal made and the county high school started just as soon as the law is changed so they can act.

In Buncombe county the Methodist church has a school building and grounds valued at $5,000 which the trustees will turn over to the county as soon as the county will and can operate a high school there. These are some of the evidences of awakened interest in a few of the counties.

There are at present 951 schools in North Carolina giving some instruction in high school branches. These schools are distributed as follows: Rural, 890,--white, 832; colored, 58: City, 61,--white, 52; colored, 9. All these schools have been called high schools, and in the great majority of cases the people have been satisfied with them. In most of these schools the high school branches given are "tacked on" the courses of the common rural schools and simply count for naught. I have endeavored to show that such schools are not high schools and should not be designated as such. There is certainly coming about a better understanding of what a high school

is, and with this understanding is coming a desire for better high school facilities.

I have rendered assistance to a number of the city superintendents and high school principals in helping to remodel courses of study so as to secure better correlation. In many cases, too, we have succeeded in getting additional equipment and teaching force, and in creating sentiment for separate buildings for city high schools. Until this year there was only one city high school in North Carolina housed in a building separate and apart from the graded schools of the city. This was the Wilmington high school. Several of the city superintendents are now advocating separate city high schools and are hopeful of getting them established in the near future.

Superintendent Matheson, of Durham, began to agitate this question about two years ago. This year the Durham Public High School begins work in a new building which, together with the grounds and equipment, has cost $55,000. This, of course, is not reported as an achievement of this department. The matter was agitated and the bonds for the building voted voted before this department was established.

In Asheville the trustees have recently purchased a site for a separate high school and are preparing to build as soon as practicable. We hope that Asheville will have a high school apart from its graded schools one year hence. I have already stated that other city superintendents are at work on this same problem.

There is certainly an increased interest in high school work, and there is a buoyant hope among educators and friends of education that the Legislature at its next meeting will make provision for the establishment of such a system of public high schools as will

adequately meet the needs of the State.

Another item that it may be worth while to report is this fact: There is certainly coming about a better feeling among school men toward the University. They have been made to feel that the University is deeply interested in their welfare and is ready to lend them a helping hand whenever possible. To what extent my work this year has been responsible for this I am unable to say, yet I believe it has had some influence in this direction.

Very truly yours,

N. W. Walker

Prof. of School Organization.

Walker- North Carolina- Sept. 1906.

Rec'd Gen. Ed. Bd.
OCT 1 3 1906

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Department of School Organization
University of North Carolina
Chapel Hill.

Summary of Work for Summer Months and for September, 1906.

My work for the summer was confined very largely to office work, such as planning along definite lines for the coming year, corresponding with the County and City Superintendents with regard to their high school work for the past year, their changes and improvements for the coming year etc., gathering statistics of the high schools public and private for the year ending June 30th--such statistics as, we hope, will aid us in bringing, in a definite, concise manner, the high school situation to the attention of our next Legislature.

At the Teachers' Assembly which met in Raleigh last June an awakening interest was started in high school work among all classes of our school forces. I met there again many of the County and City Superintendents and other friends of education, and urged upon them the necessity for establishing a system of county high schools as soon as possible.

The committee, of which I am a member, appointed to recommend to the Legislature such school legislation as we need in North Carolina was retained in order that its report might be made just before the next meeting of our General Assembly.

I was also put on a committee to prepare for publication the course of study for the high schools of the State public and private. This committee will meet at the call of Supt. Joyner, who is chairman of it, sometime this fall.

During the Assembly final steps were taken to establish the North Carolina Journal of Education. Supt. E. C. Brooks, of Goldsboro, is editor-in-chief of this new publication, and is assisted in his work by an Advisory Committee representing all the educational interests and forces in North Carolina. We hope to make use of this journal as a medium in bringing the high school idea more prominently before all the teachers and other friends of education of the State. It may be worth while, in passing, to note that the high school question is getting its full share of discussion, and that in the first issue there appeared an article by the Principal of one of the very best private schools of the State, advocating the establishment of County Public High Schools.

I give here three sets of resolutions relative to public high schools which have recently been passed; the first by the Board of Education of Person county, the second by the Board of Education of Forsyth county, and the third by the State Farmers' Alliance:

Public High Schools for Person county.

"Resolved, First. That the Board of Education of Person county does hereby express its desire that a "Public High School for Person county" may be established in the county in time to begin work in the fall of 1907.

"Second. That this question be agitated as widely as possible throughout the county by the County Superintendent, by the Board of Education as an organization, by the members of the Board individually, and by all friends of education throughout the county.

"That the Board of Education, together with the County Superintendent, the State Superintendent, and the Professor of Secondary Schools at the State University formulate a plan for such a "Public High School" as the county needs as early as possible; and that systematic work may be done by all concerned for its establishment."

By order B'd Ed.

S. F. Holloway,

Co. Supt.

Roxboro, N. C., July 9, 1906.

Public High Schools for Forsyth county.

"Resolved, First, That the Board of Education of Forsyth county does hereby express its desire that a public high school for Forsyth county may be established in the county in the near future.

"Second, That this question be agitated as widely as possible throughout the county by the County Superintendent, the Board of Education as an organization, by the members of the board individually, and by all friends of education throughout the county.

"That the Board of Education, together with the County Superintendent, the State Superintendent, the Professor of School Organization at the State University, formulate a plan for such a "Public High School" as the county needs as early as possible, and that systematic work may be done by all concerned for its establishment, the plan to be acceptable to the County Board of Education."

By order of the Board of Education.

W. B. Speas, Co. Supt.

The Farmers' Alliance and the Public High School.

"Whereas, the chief deficiency and weakness in our plan

of education in North Carolina lies in the gap between the public school and the college, since the former lives by taxation and the latter by State appropriation, endowment, donations, etc., while secondary education, especially in the rural districts, is dependent upon weak church schools, precarious academies, and a few expensive institutions; and,

"Whereas, it is impossible to develop the public schools to adequately supply the colleges, to build up in the country a spirit of liberal culture, scientific agriculture and love of farm live, without a more stable, certain and uniform plan of secondary education.

"Resolved, That we earnestly urge the next Legislature to appoint a committee of distinguished educators to take under consideration the whole matter of secondary education, the unification of our school system, supplementary appropriations to duplicate local taxation for high schools, and providing three first-class high schools in which agricultural education shall be a primary consideration--the committee to study conditions, investigate thoroughly and report, drafting a measure which shall meet the conditions in our State, this to be publicly submitted in time for discussion by the people in advance of the following session of the Legislature."

Of course such resolutions as these would amount to nothing unless followed up by more definite action. But they will serve two good purposes: first, they will help to turn the minds of our Superintendents from the township high school idea to the county high school; second, and more important, they will have their influence in the Legislature. We hope to get other county boards to take this step before long. Of course all such resolutions are published in the county papers, and they are already having good effect. ~~They~~

August 25th I addressed an educational gathering at Orange Grove in Orange county. The citizens of this community have decided to build a first class high school. They are enthusiastic in the matter and have gone to work in earnest. They have built by private subscription a very good house worth $2500. or $3000. They

have secured as principal a college graduate who is a teacher of ability and experience. They have secured, too, a corps of good teachers, and the prospects are fair for establishing here one of the best rural high schools in the State.

On September 1st I attended an educational rally near Riggsbee in Chatham county. Strong addresses were made by Supt. Joyner and a number of others. A good deal of enthusiasm was aroused among the leaders of the community in favor of erecting a new high school building where Fair View academy now is, and a committee was appointed to take the matter in hand. I have since seen a number of the leading citizens from this community and understand that the work there is progressing nicely. I think something will result from this meeting.

I was not on the programme, but went as a visitor. I was asked to address the meeting and should have done so but for the lateness of the hour when the regular programme was finished. I conferred, however, with a number of the leading citizens, with the members of the school board, and others, and advised them how to proceed. I have promised to return and advise with them further and to address another educational meeting to be held there later on this fall.

September 5th-6th I assisted Supt. J. L. Harris, of Randleman, in remodeling his course of study from the first grade through the high school. Mr. Harris came to Chapel Hill and spent the greater part of these two days here for this purpose.

Supt. W. B. Speas informs me that the County High School idea is growing in Forsyth county, and that his board is willing to do all it can to establish a County High School at the earliest pos-

sible time.

Public education in North Carolina has just received a severe blow by losing one of its foremost leaders, Dr. Charles D. McIver. Dr. McIver had become interested in the high school work and had only recently promised us his support. His loss to the cause of education not only in North Carolina but in the South cannot be calculated.

Very truly yours,

N. W. Walker

Prof. of School Organization.

North Carolina - Walker - October 1906.

Reports 11

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Department of School Organization
University of North Carolina
Chapel Hill

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Report for October, 1906.

I have noted in my former reports that Durham was putting up a modern building for the City High School. On October 8th I visited this school now housed in its new quarters. The design of the building is classic, and is planned on lines to insure perfect light and ventilation. On the first floor are the offices, library, literary hall, and eight large class rooms. On the second floor are six large class rooms, the auditorium, sewing room, drawing room, kitchen, stock room, pantry etc. In the basement are the chemical and physical laboratories, manual training room, play rooms, etc., etc. The building is large and commodious, being 171 feet long and 101 feet wide, and is well equipped in all departments. It has cost about $55,000.

The course of study has been increased, the teaching force strengthened, until the work now done is sufficient in scope and character to fit students for unconditioned entrance into the Freshman Class of the University either in the classical or scientific courses. I have recommended that this school be placed upon the University's list of "Approved Schools" which will be published in December.

On the evening of the 8th I went to Roxboro by request of the County Superintendent and the Chairman of the Board of Education to assist them in arranging for the educational rally of the 13th. I spent the 9th with them and helped to arrange the preliminaries. While there I took occasion to examine carefully the will of Dr. Terrell and found that in addition to the bequests (mentioned in former reports) which he made for public school purposes, he also left the old country homestead to be used for public school purposes forever in Cunningham District. I of course began to look into this matter for my attention had never been called to it before. I enquired of the County Superintendent as to the character of the property, its value, use etc., and was surprised to learn that he had never seen it. I enquired of others who knew the place and found that it consists of a few hundred acres of goodfarming land, a dwelling house, outbuildings etc. valued at about $3,500. This property is out about ten miles from Roxboro in the midst of a good farming section. For the past few years, I understand, practically nothing has been realized from this property. It seems to have been rented for repairs. I am going to visit this property as soon as practicable and see what condition it is in and what the prospects are for establishing there a rural high school.

On the 13th we had an educational rally at Roxboro for the purpose of stimulating interest in the high school movement. Quite an elaborate program had been prepared and was well carried out. The principal addresses were made by Dr. Vann, of the Baptist University for Women, and myself. Supt. Joyner expected to be present and deliver an address, but was detained at home by sickness. A large number of citizens from the town and country attended the

meeting and showed decided interest in the movement. In the afternoon short speeches were made by the County Superintendent, the Chairman of the Board of Education, and a number of other prominent citizens. I am sure much good was done for the cause of education in Person county.

Following is a clipping from the town paper giving a petition that was passed before the meeting closed:

"We, the citizens of Person county assembled in an Educational Rally in the county court house do hereby petition our State Legislature which meets in January, 1907, to appropriate a fund from the State Treasury to be known as a Fund for the Encouragement of Public High Schools in the various counties of the State.

Signed

A. R. Foushee
T. H. Street
W. A. Malone
G. F. Holloway
W. A. Blalock
Geo. A. Featherston
N. C. Newbold.
Committee.

"Oct. 13, 1906."

I went to Warren county on the 21st to look into the educational conditions there with a view to ascertaining the prospects for establishing one or more rural high schools. I first went to Warrenton and spent the 22nd in the Warrenton High School, one of the best secondary schools in the State. This is a private school owned and operated by Mr. John Graham, assisted by his son and three

daughters, all teachers of remarkable ability. There are other teachers in the school, of course, and they too are well qualified for their work. The courses of study are planned on broad lines and are thorough. I have recommended this school for the University's Approved list of schools.

Mr. Graham, the Principal, is one of the Editors of The North Carolina Journal of Education and has supervision of the Department of High Schools in that Journal. He is much interested in the establishment of rural high schools, and is urging the matter from time to time. Unlike some private high school men he can look beyond his own interests and see and appreciate the interests of the community and of the child who has not high school advantages. I am told that no pupil is ever debarred from this school because of his inability to pay the tuition fees.

Warrenton is a small country town of about 1300 inhabitants. At present it has indeed very poor public school facilities. One of the young lawyers of the town declared to me that if the town had a public school he did not know where it was. The town has not yet voted a special tax, and so has only a very small school fund of about $1300. It is indeed remarkable that about $800 of this fund goes to the negro schools. The people here have had from time immemorial good private schools in their midst, and, hence, have not been arroused on the subject of public education.

An effort is now on foot to vote a special tax for the establishment and maintenance of a graded school. A good deal of interest is being manifested in the matter, and the question is being urged by the County Superintendent and other friends of education.

From Warrenton I went to Ridgeway to see Supt. Allen who was sick at this time and therefore unable to go with me to some of his

schools as we had planned. There are in this county in round numbers 7,000 schools children--2,000 white and 5,000 colored. There are 38 white schools and 42 colored. The entire school fund of the county is $20,000. There are 5 special tax districts, these being the districts of Wise, Churchill, Macon, Vuaghan, and Oakville. The most progressive of these little towns is Wise. The people here have become deeply interested in education. The place is small and has but little general wealth. One progressive citizen--a young man who has within the past few years made a few hundred thousand dollars in the lumber business--is the moving spirit in this community. They will soon have ready for occupancy an excellent brick school building which will cost about $6000. Of this amount $4000 has been raised by private contributions; the remaining $2000 was borrowed from the State. This is indeed an excellent showing for so small a place. And here is a splendid illustration of the influence of the high school not only upon the moral and intellectual life of the community but upon the material interests as well. Property value has increased enormously, in some cases, I am told, 100%; the people are moving into the village in order to get the advantage offered by the school--still cultivating their farms at a distance; and every available dwelling house has long since been occupied. This is but an example of what may be done in course of time in hundreds of other rural villages all over the State. And the first step necessary will be to get some energetic, public spirited, progressive young man in each community to become the moving spirit in such an undertaking.

From Ridgeway I went to Franklin county on the 24th. The first school I visited in this county was the Louisburg Graded School. The Graded School in this town has been in operation but little more than a year. And, as is the case with graded schools in all other small towns where there have been good private schools, the first year's work was indeed up-hill. The committee succeeded in getting a good active young school man for Superintendent, and he has been successful in building up a good school and with it and for it a wholesome popular sentiment is growing. They are just finishing here a good brick school building costing about $13,000 It was so nearly completed at the opening of the session that work was then begun in it.

I examined Supt. Mill's course of study and at his request made a number of suggestions relative to the high school work. He is not attempting to do any more than he can do well. Only about two years of high school work are given at present, though he hopes to be able to prepare students for college as soon as this department develops a little more.

The people of this town made a mistake when, one year ago, they voted only enough special tax to pay the interest on the bonds issued for the erection of the school building. The amount voted was 10 cents on the hundred dollars' worth of property and 30 cents on the poll. It should have been three times this amount. At present the proceeds from the dispensary--which go for the support of the school--amount to about $3000 annually.

While in Louisburg I had conferences with the Chairman of the County Board of Education, the Secretary of the Town Board, and several other prominent citizens all of whom are taking pride in their schools and are hopeful of improving them.

I went to Franklinton from Louisburg on the 26th. Here I had a conference with County Superintendent White. We had expected to visit some of his rural schools but the weather was so inclement and the roads so bad this plan had to be postponed.

Within the last five years the rural school property of this county has increased in value from $5,300 to $17,500. Of course this means better houses and neater and more attractive grounds, better equipment, and more pride in the public school. There are in Franklin county 4294 white school children, and 4375 colored. The income for school purposes in the rural districts is about $17,500. There are six local tax schools all of which give some high school instruction.

The public school in Franklinton is now being taught in two old buildings, neither of which is in good repair or even fairly well equipped. The Graded School here, as at Louisburg, is new, this being the second year it has been in operation. A handsome new brick building is now in process of construction which will cost about $13,000. This will be ready for use in January.

At present only two years' of high school instruction are given. Supt. Sams is confining his high school work to the fundamental subjects at present. He hopes as soon as practicable to increase the high school work to four full years, and to make the courses broad enough and thorough enough to fit students for college. Here is another active young superintendent who is proceeding along right lines.

From Franklinton I went to Henderson. There was an epidemic of diphtheria in town at this time and the schools were closed. I saw both Superintendent Alderman and Principal Akers. The Henderson school is now in a handsome new brick building finished last spring

at a cost of about $25,000. Supt. Alderman informed me that the high school work has been improved this year, especially by putting in additional teaching force. This is in accordance with my recommendation made on my visit to the school last spring.

There is indeed cause for hope of larger things in education in this State to be found in the fact that nearly all our smaller towns are fired with a desire to establish first class schools, and they are proceeding to do it as fast as possible. All over the State in the small towns--and really they are only rural communities--there are springing up annually scores of new brick school buildings modern in design and equipment. It is fast coming to be that the small town is not satisfied with its progress until its school is housed in the best building it can afford. It is indeed a sign of hope, of growth, of educational progress.

Very truly yours,

N. W. Walker,

Prof. School Organization.

Reports 11

(1) 35 COPIES MADE.

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JAN - 7 1907

Department of School Organization
University of North Carolina
Chapel Hill

Report for November, 1906.

Last spring our Faculty Committee decided to take up the matter of accrediting schools. It was not practicable to begin this phase of my work at that time, and so the committee decided to wait until this fall. We began this work this month, and since beginning I have been engaged chiefly in office work as follows: (1) Preparing University Bulletin No. 47 containing Suggestions to Teachers etc. (2) Preparing for publication forms of reports for all secondary schools of the state. (3) Sending out these forms to schools applying for accredited relations, examining the reports of these schools, and corresponding with school men with regard to their reports etc.

The Bulletin containing Suggestions to Teachers is designed especially to meet the needs of teachers preparing students for this University. It contains a statement of the University's requirements for entrance in the several branches with detailed explanation of same, specimen entrance examinations, suggestions relative to the teaching of the several subjects etc., etc. It will also contain a list of Approved Schools. Copies of this Bulletin will be forwarded as soon as it comes from the press.

The list of Approved Schools in the Bulletin will contain only these schools having courses of study sufficient in scope and character to prepare students for unconditioned entrance into this University. There are many other schools doing excellent preparatory work, yet not completely satisfying the University's requirements for unconditioned entrance. Certain of these schools are accredited, and their work accepted so far as it goes, but they will not be included in the list of Approved Schools until they can completely satisfy our requirements for unconditioned entrance. It is gratifying to know that a number of these schools will increase the scope and efficiency of their work so as to become included in the list of Approved Schools next year.

November 16th and 17th I visited Buie's Creek Academy for the purpose of examining into the work of this school with a view to recommending it for our Approved list. This school is doing excellent work and I have recommended it as one of our Approved Schools.

November 19th I went to Greensboro to attend the Memorial Exercises of the late Dr. Chas. D. McIver which were held at the Normal and Industrial College on the 20th.

November 21-24 I was at the University of Virginia attending the Conference for Secondary Education in the South. This was decidedly one of the most helpful educational meetings I have ever attended. Much good, I feel sure, was accomplished. The results will indeed

be far-reaching in Southern Education.

Very truly yours,

N. W. Walker

Prof. of School Organization.

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25 COPIES MADE.

Rec'd Gen. Ed. Bd.
JAN - 8 1907

Department of School Organization
University of North Carolina
Chapel Hill

Report for December, 1906.

During the week December 3-8 I visited Lenoir College at Hickory, The Weaver School at Lenoir, Lenoir Graded School, Davenport College, and Oak Ridge Institute.

Weaver School and Oak Ridge Institute desired to become Approved Schools, and I visited them with a view to recommending them to our committee. Both of these schools were found to be eligible and were recommended as Approved Schools.

The Weaver School is only two years old, tho' it is doing excellent work. The courses of study are planned especially to prepare boys for college entrance. It is a small school at present tho' its prospects for growth are bright. All its teachers are college graduates and are well prepared for the work they are doing. Oak Ridge Institute is an old institution and has long been recognized as one of the leading preparatory schools of the Southern States. The excellent work of this school needs no further comment here.

The Lenoir Graded School is doing good work, tho' not quite satisfying our requirements for unconditioned entrance. Supt. Woltz desires to have this school placed upon our Approved list, and is

going to do all he can towards meeting our requirements by next year.

At the request of Supt. Griffin I went to Salisbury December 10th to visit the Public High School. I spent the 11th in this school and found it to be doing good work. It is meeting our requirements in English, Mathematics, History, Physics, and Latin, and by adding the requirements in Greek or in French or in German it would be eligible to our Approved list. Mr. Griffin assures me that they will as soon as possible do whatever is necessary in order to become an Approved School.

Early in the month our committee met to pass upon all schools whose applications and reports we then had in hand. Fourteen schools found to be eligible were then placed upon our Approved list. As the November number of The Record was delayed in publication, this list was made up in time to be published in that number. There are other schools in the State that are now eligible. Some of them have not applied for accredited relations; others have applied but have not yet been examined. These will all be visited as early as practicable. Following is the list Approved to date:

Asheville School, Asheville, N. C., C. A. Mitchell, A. B., N. M. Anderson, B. S., Principals.

Atlantic Collegiate Institute, Elizabeth City, N. C., S. L. Sheep, President.

Bingham School, Asheville, N. C., Col. Robert Bingham, A. M., LL. D., Superintendent.

Buie's Creek Academy, Buie's Creek, N. C., Rev. J. A. Campbell, Principal.

City High School, Asheville, N. C., R. W. Mitchell, A. B., Principal.
City High School, Raleigh, N. C., High Morson, Principal.
Collegiate Institute, Mount Pleasant, N. C., Rev. H. A. McCullough, B. D., Principal.
Durham City High School, Durham, N. C., W. G. Bregden, Ph. B., Principal.
Oak Ridge Institute, Oak Ridge, N. C., J. A. and M. H. Holt, Principals.
Raeford Institute, Raeford, N. C., John A. McLeod, A. B., Principal.
Warrenton High School, Warrenton, N. C., John Graham, Principal.
Weaver School, Lenoir, N. C., Anderson Weaver, A. B., Principal.
Whitsett Institute, Whitsett, N. C., W. T. Whitsett, Ph. D., President.
Wilmington High School, Wilmington, N. C., J. B. Huff, A. M., Principal.

I was called to Raleigh December 14th to attend the joint conference of the committees on legislation from the Teachers' Assembly and the Association of County Superintendents. State Superintendent Joyner was Chairman of these committees, and so they were called to meet in joint conference in his office on December 14 and 15. All the educational interests were here represented and the legislation recommended has the solid backing of the educational forces of the State.

The recommendations made by these two committees at this joint conference briefly stated are as follows:

1.--Compulsory attendance laws requiring all children between the ages of 8 and 12 to attend school 4 months each year. Uniform compulsory attendance laws could not be put in operation all over the State, but there are various communities where attendance can be and

must be enforced. Hence, it was decided best, as this is a matter that would have to be submitted to a vote of the people, to let any school, township or county vote on this question, under certain general restrictions, or course.

2.--High School Legislation. We have recommended that any special tax district, township, combination of townships, or county may, under certain general regulations, establish a Public High School. And in order to encourage and stimulate interest in, the establishment of Public High Schools we have recommended an annual appropriation of One Hundred Thousand Dollars.

3.--More Money for the Public Schools. State Superintendent Joyner claims that if the property of the State were fairly assessed, the extra tax for schools derived thereby would increase the school term from 1 to 3 months. We had recommended that the Legislature pass some additional law looking to the just assessment of property. We have also recommended that the County Commissioners be empowered, and upon the recommendation of the County Board of Education, that they be required, to levy for school purposes a tax of from 8 to 12 1/2 cents on the hundred dollars worth of property. This is recommended especially for the support of high schools and for lengthening the school term in weak districts.

4.--Better Prepared Teachers. We realise that we must use the teachers we already have, poorly equipped as many of them are. And in order to fit them better for their work we have recommended that 5 summer normal schools be established, and that our County Teachers' Institutes be continued and improved.

These recommendations if carried will mean large things in an educational way for North Carolina. We realise, of course, that we shall have to make a strong fight to carry them, and that we are preparing to do. Our Legislature meets in January. It is our purpose to prepare the bill at once incorporating all these recommendations, and have it presented as early as possible after the General Assembly convenes.

Very truly yours,

N. C. Newsom

Prof. of School Organization.

North Carolina - Walker - Jan. 1907

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Department of School Organization
University of North Carolina
Chapel Hill.

Report for January, 1907.

I left home of the morning of the 8th to visit some of the schools of the upper Cape Fear section. I reached Aberdeen on the evening of the 8th, and the next morning I went down to Raeford Institute where I spent the day.

This is the only school of any consequence in this immediate vicinity and so it takes pupils of all grades and ages from the primary grades on through the college preparatory course. I fear that this school is not going to develop as it ought to for the reason that it is trying to do more for the citizens of the town than the support they give it will warrant. The school is both private and public; that is, for four months in each school year tuition is free to all the students of the town. During the public school term the town pays only $150 a month for the instruction of all its children in all grades. During the term of private school the tuition rates range from $1.50 to $4.00 per month. The boarding students have to pay only $10 per month for table board, room rent, and fuel. It will readily be seen that in order to keep the expenses of the school within its income, teachers' salaries must be kept very low; hence, the best teachers cannot afford to remain long.

The school was built and is now owned by a company of business men of the town. Their purpose in establishing it was to operate a good school offering the lowest tuition rates possible. They did not hope nor expect to make anything beyond running expenses and in this particular the results have not exceeded their expectations. The business men are anxious to call an election for a local tax to supplement the public school fund, but the small tax-payers (those who have received most benefit from the school) oppose the movement so strenuously that the election would be sure to fail. The time has come when the income of this school must be increased if it is to maintain its former efficiency. The principal, Mr. McLeod, sees it and so do the business men of the town. I encouraged them to continue to agitate this matter of voting a local tax, and offered them my service at any time I could be of help to them.

In the forenoon I addressed the senior class in the high school department, and in the afternoon I addressed the high school students in a body in the assembly hall. I also discussed with the teachers of the high school department their several lines of work, asked them various questions relating thereto, answered a number of their questions, and made several suggestions bearing upon their work and their methods.

From Raeford I went to Red Springs on the evening of the 9th. I spent the 10th at the North Carolina Military Academy located here. This school, which has sent us some good men in the past, has recently changed hands. It has been entirely reorganized. It began work under the new regime last September, and its prospects seem to be good. The superintendent is Col. W. M. Jones of Missouri who has recently come to this State, bringing his entire corps of

teachers with him. The owners of the school are planning to erect new brick dormitories and to replace as soon as practicable all the old wooden buildings with well-equipped modern brick buildings.

I addressed the cadets in the assembly hall on the morning of my arrival. I also discussed the work of the school with the teachers individually and collectively, and here again I had many questions to answer relative to schools and school work in general and to certain phases of their work in particular.

The course of study is planned along broad lines with a tendency towards science. With one or two minor changes and additions in its curriculum this school will be eligible to our approved list of schools.

While in Red Springs I took occasion to make a brief visit to the Southern Presbyterian Female College and Conservatory of Music located here. This institution though only a few years old has already grown into a school of large influence and usefulness. Under the management of President Vardell the growth of this school has been almost phenomenal. Dr. Vardell was out of town at the time of my visit and so I failed to get certain facts which I desired relating to this institution. Miss Anderson, the lady principal very kindly showed me over the institution. I deem that no fuller report of my visit to this school is necessary.

From Red Springs I went to Fayetteville. I spent the 12th in the high school department of the public schools of this town.

At least one year's additional work should be added to the high school course of these schools. At present the high school course begins with the 7th grade and continues through the 10th grade. As the first two grades include three years' work the full

course from the primary schools through the high school covers eleven years' work. I suggested an increase in the course of study both to the superintendent and to the principal of the high school department and both agree that it ought to be made, and they both hope that it will be done as soon as certain other improvements are made. The principal school building is near where a new government building is soon to be put. About eight years ago this school property was purchased for $8000. Only recently the board has been offered $25000 for it. It will bring perhaps $30000 or $32000. It is near the business section of the town and the fact that the new government building will be so near it will make it all the more desirable for business purposes and hence enhance its value. The board expects to dispose of it as soon as practicable and build a more commodious and better equipped building in another part of the town. When these changes and improvements are made the course of study will also be increased and strengthened.

From Fayetteville I went to Raleigh. I stopped over there only one night. The General Assembly had convened only a few days before and was then just getting down to work. I took occasion to see some of our legislators while there.

On the 16th I was called to Raleigh by Superintendent Joyner to confer about the high school bill. After a full discussion of this matter he asked me to draft such a bill as would best meet our needs. I returned home and drew the bill and went back to confer with him on the 21st and 22nd. The bill met with his approval, embodying as it did his recommendations and the recommendations of the Committees on Legislation from the Teachers' Assembly and the Association of County Superintendents.

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January 25th and 26th I was in Raleigh attending the Association of City Superintendents. This Association passed resolutions heartily endorsing our efforts to get on appropriation of $100000 to encourage the establishment and development of public rural high schools. At my suggestion a committee of three was appointed to confer with the Committees on Legislation from the Teachers' Assembly, the Association of County Superintendents, and The State Farmers' Alliance which were called to meet in joint converence in Superintendent Joyner's office on the morning of the 26th, for the purpose of amending and endorsing the educational bills which were drawn in accordance with the recommendations of the first two of these committees at their joint session in December.

These four committees representing all the educational interests of the State met in joint conference on the morning of the 26th. The high school bill was fully discussed and several amendments were offered and accepted, and so the bill went to the Legislature with the unanimous endorsement of these four committees. January 28th and 29th I was in Raleigh at the request of Superintendent Joyner remodeling the high school bill in accordance with the changes recommended and agreed upon at the last meeting of the Legislative Committees.

January 31st the high school bill was introduced in the lower house by Hon. Thomas W. Blount of Washington county. It was of course referred to the House Committee on Education. We expect to get a favorable report on this bill from the Committee on Education, but we are going to have no easy matter in getting it passed. Our Legislature now in session is so occupied with a flood of bills looking to the better regulation of railroads and other corporations

that there is danger of its losing sight of some things of more importance. We are prepared, however, to fight on this measure to the last ditch, and while we are hopeful of winning we are by no means over confident.

Very truly yours,

N. O. Wagner

Prof. of School Organization.

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February 1907 - Walker. North Carolina.

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Department of School Organization
University of North Carolina
Chapel Hill

Report for February, 1907.

No field work has been attempted this month. My time has been spent for the most part working for the passage of the high school bill which was introduced in the House on January 31st. Hon. Thomas W. Blount, the author of the bill had an attack of "grippe" soon after he introduced this bill and was confined to his room for nearly three weeks. The bill in the meantime was with the Committee on Education of which Mr. Blount was Chairman. Hence, action on this particular bill was deferred until its author could be present. During this time those who were so zealously advocating the establishment of another Normal College in the eastern part of the State were busily at work for the passage of the bill providing for the establishment of this college. The friends of the high school bill were also vigorously at work. It was certain that only one (if either) of these bills as originally drawn could pass. The Governor in his message to the General Assembly had approved of every measure Supt. Joyner had recommended with one exception, namely, he stated he would not approve of the appropriation for public high schools yet would not oppose it. This was indeed discouraging for it meant nothing less than the Governor's moral opposition to the bill.

But this was not the worst: the day before the Joint Committee on Education from the House and Senate was to take final action on the two bills, the Governor sent to the General Assembly a special message urging the establishment of the Eastern Normal College!

When the Joint Committee on Education met on the 20th to take final action on these two bills a compromise was effected and a substitute bill was offered. This substitute bill from the title on through section ten is the original high school bill with the words "teacher training" inserted in the title and in section ten. The remainder of the bill providing for the Eastern Carolina Training School is the bill that originally provided for the Eastern Carolina Normal College with the section providing for the appropriation of $30,000 omitted and $5,000 appropriated from the special high school appropriation of $50,000. It will be seen too that this new school will not be a college but a Teachers' Training School, with a restricted course of study, making it only a high school such as the friends of the high school bill would like to see established in various sections of the State. This compromise was a decided victory and one we had not expected to gain so easily. This victory was followed up by another when the Joint Committee on Education from the House and Senate unanimously recommended the passage of the substitute bill. This bill is now with the Committee on Appropriations and its fate will not be finally decided until that committee makes its report on all bills carrying appropriations.

We have done all that could be done to effect the passage of the high school bill, and so far we have won at every point where a contest has been waged. We all now hopefully expect it to be

passed within the next few days. I have sent out a large number of letters to county and city superintendents and other friends of education informing them of the exact status of affairs and urging them to bring all possible influence to bear upon their representatives that will incline them to favor the passage of this bill. I have received many encouraging letters in reply, from superintendents, principals, and other influential persons.

In addition to the letters sent out from my office others have been sent out to the various Womens' Clubs and Associations of the State. These letters, of the same tenor as those sent from my office, were sent through the President of the Federation of Women's Clubs, Mrs. F. L. Stevens, of Raleigh. Mrs. Stevens has taken an active interest in this measure and her work has indeed been helpful. Supt. Joyner, of course, is the one man who deserves more credit than any body else for the successful engineering of the bill to this point. We are more hopeful than ever but by no means are we over confident. We are not yet resting on our oars.

Very truly yours,

N. W. Walker,

Prof. of School Organization.

A BILL TO BE ENTITLED AN ACT TO STIMULATE HIGH SCHOOL INSTRUCTION IN THE PUBLIC SCHOOLS OF THE STATE AND TEACHER TRAINING.

The General Assembly of North Carolina do enact:

Sec. 1. With the consent of the State Board of Education, the County Board of Education in any county may, in its discretion, establish and maintain, for a term of not less than five school months in each school year, one or more public high schools for the county at such place or places as shall be most convenient for the pupils entitled to attend and most conducive to the purposes of said school or schools.

Sec. 2. For each public high school established under this act a committee of three persons shall be appointed by the County Board of Education who shall be known as the School Committee of _____ Public High School of _____ County. The powers, duties, and qualifications of said committeemen shall be similar to those of other public school committeemen. They shall be appointed as follows: One for a term of two years, one for a term of four years, and one for a term of six years, and at the expiration of the term of any committeeman his successor shall be appointed for a term of six years. Provided, that in case of death or resignation of any committeeman, his successor shall be appointed for the unexpired term only. Within two weeks after appointment the committee shall meet and elect a chairman and secretary and enter upon the performance of their duties.

Sec. 3. All public high schools established and maintained under the provisions of this act shall be operated by the County Board of Education under such general rules and regulations as may be prescribed by the State Board of Education. The courses of study for such high schools and the requirements for admission to them shall be prescribed by the State Superintendent of Public Instruction.

Sec. 4. It shall be the duty of the County Board of Education to locate all high schools established under this act, to furnish the State Superintendent of Public Instruction with such information relative to said schools as he may require, and to make such local rules and regulations for the conduct of said schools as may be necessary: Provided, that before any State funds shall be appropriated for the support of any public high school, the State Superintendent of Public Instruction shall cause the same to be inspected by some competent person to see that suitable arrangements have been made for giving high school instruction and to enable said school to conform to all the requirements of this act and to the rules and regulations of the State Board of Education. Provided, further, that no one shall teach in any public high school that receives State funds under this act who does not hold a High School Teacher's Certificate from the State Superintendent of Public Instruction, who shall have power to prescribe a standard of scholarship and examination for same; and provided, further, that no one shall be employed as teacher in such high school without the approval and recommendation of the County Superintendent. The minimum salary of any public high school teacher holding such certificate and employed as high school teacher in such high school shall be ~~fifty~~ forty dollars ($40.00) per month.

Sec. 5. Before any high school shall be established under the provisions of this act, the committee of committees establishing such school shall first provide for thorough instruction, for at least five school months in each school year, in all branches of study required to be taught in the public schools of the State; and no school shall be entitled to the benefit of this act in which less than three teachers are employed.

Sec. 6. The County Board of Education of any county may enter into an agreement with the Board of Trustees of the committee of one public high school of the county to permit all children of said county of school age who are prepared to enter such high school and all public school teachers of said county desiring high school instruction to attend such school free, the rate of tuition for each pupil in each high school grade to be fixed by agreement with said County Board of Education, and paid as follows: one half out of the fund set aside by the County Board of Education from the county school fund for that purpose, and one half out of the special State appropriation hereinafter provided, under such general rules as the State Board of Education may prescribe. Provided, that the sum apportioned by the County Board of Education for this purpose shall not exceed five hundred dollars ($500.00) and the sum appropriated by the State Board of Education for the same purpose shall not exceed that apportioned by the County Board of Education. Provided, further, that the course of study in such high school shall be approved by the State Superintendent of Public Instruction.

Sec. 7. The County Superintendent of Schools in any county in which said public high school or high schools shall be established shall give due notice of the same to the State Board of Education before any State funds shall be appropriated for the support of said school or schools. And when the county treasurer in any county shall certify to the State Superintendent of Public Instruction that as much as two hundred and fifty dollars ($250.00) has been placed to the credit of any public high school established and inspected as provided for in this act, thereupon a State warrant shall be issued upon requisition of the State Superintendent of Public Instruction for two hundred and fifty dollars ($250.00) and sent to the treasurer of the county in which such high school is located, to be placed to the credit of said high school, and paid out exclusively for the support of said high school on the warrant of the high school committee approved by the County Superintendent of Schools. The treasurer of each county in which such public high school or schools shall be established shall keep a separate account of the public high school fund, and at the end of each school year, he shall make to the State Superintendent of Public Instruction and to the County Board of Education a report of all receipts and disbursements of said fund.
Sec. 8. If a larger amount than two hundred and fifty dollars ($250.00) be provided by local taxation, or by private donation, or by local appropriation, or otherwise, for the support of any public high school established and maintained under the provisions of this act, then the State shall contribute a like amount: Provided, it shall not contribute more than five hundred dollars ($500.00) in any one school year for the support of any one high school. Provided,

further, that not more than four public high schools in any one county shall be entitled under this act to receive State funds.

Sec. 9. High schools may not be established under this act in towns of more than twelve hundred inhabitants. Contracts, however, may be made between the County Board of Education and the committee or trustees of any public or graded school wherein high school branches are taught. Such contract shall provide for the admission to such school of students in high school grades and of public school teachers of any township, townships, or of the county, and for the payment of tuition by the County Board of Education for teachers and children so attending, from outside the limits of said school district and the tuition in no case to exceed two dollars ($2.00) per month. Upon the making and approving of such contract and the deposit with the county treasurer of an amount sufficient to pay one half of amount estimated to be necessary for such purpose either by direct appropriation by the County Board of Education from a fund set aside for that purpose of by private donation, then upon proper certification of such facts a State warrant shall be issued for equal amount payable to county treasurer upon request of the State Superintendent of Public Instruction: Provided, that no aid may be given by the State in cases where under the contract less than one hundred dollars ($100.00) is needed to pay the tuition, and that the State may not in any case be called on for more than five hundred dollars ($500.00). Provided, further, that the course of study of such school shall be submitted to the State Superintendent of Public Instruction and approved by him.

Sec. 10. The sum of fifty thousand dollars ($50,000.), or so much thereof as may be necessary, is hereby annually appropriated for the purposes of high school instruction and teacher training provided for in this act. The State Board of Education shall have the power to fix such rules and regulations in accordance with the provisions of this act as may be necessary for the proper distribution of this fund.

Sec. 11. That there shall be established and maintained at some suitable point in Eastern North Carolina a Teachers' Training School for the training of young white men and women under the corporate name of the East Carolina Teachers' Training School.

Sec. 12. That said school shall be located by the State Board of Education at such point in Eastern North Carolina as they may deem proper, and shall be location in or near that town offering the largest financial aid, having due regard to desirability and suitability for the location of said school.

Sec. 13. The object in establishing and maintaining said school shall be to give the young white men and women such education and training as shall fit and qualify them for teaching in the public schools of North Carolina. And the Board of Trustees hereinafter provided for in prescribing the course of study of said school shall lay especial emphasis on those subjects taught in the public schools of the State, and in the art and science of teaching. And in no event shall they prescribe a curriculum beyond that which would fit and prepare a student for unconditioned entrance into the Freshman class of the University of North Carolina.

Sec. 14. That tuition in said school shall be free to those who signify their intention to teach for some time and upon such condi-

tions as may be prescribed by the Board of Trustees, and the Board of Trustees upon the recommendation of the Faculty shall give those students in said school who have completed the required course a certificate of proficiency in the work done.

Sec. 15. That said school shall be managed by the Board of Trustees, consisting of nine persons, together with the State Superintendent of Public Instruction, as Chairman ex officio, said trustees to be appointed by the State Board of Education, provided that two members of the said Board of Trustees shall be selected from the First Congressional District, two from the Second, two from the Third, two from the Fourth, and one from the Sixth whose term of office shall be six years, provided, further, that of the trustees first elected, three shall hold office for two years, three for four years and three for six years, said term of office to begin on the fifteenth day of March, 1907, that the State Board of Education shall appoint trustees for the full term of six years upon the expiration of the term of office of any member of this Board. Vacancies occurring by death or resignation of any member of this Board shall be filled by appointment of the State Board of Education for the unexpired term. All trustees shall take oath to perform faithfully their duties as required by this act, and shall hold office until their successors have been elected and qualified. The Board of Trustees shall report biennially to the Governor before the meeting of the General Assembly the operation and condition of said school.

Sec. 16. That said Board of Trustees above provided for, upon their election and qualification, shall be and become a body corporate and politic with all the powers usually conferred upon such bodies and

necessary to enable them to acquire and hold property, manage and conduct said school, and do all other things necessary for the carrying out of the provisions and purposes of this act.

Sec. 17. That as soon as said school shall have been located by the State Board of Education and the the trustees herein provided for shall have qualified, the chairman shall call a meeting of said trustees for the purpose of organizing said Board as soon as practicable, after said organization the said trustees shall proceed to build and equip the necessary buildings for said school and shall make such rules and regulations for the government of said school as they may deem proper, provided that no rules shall be made that would discriminate against one county in favor of another in the admission of pupils into said schools.

Sec. 18. That the sum of fifteen thousand dollars ($15,000.) be and the same is hereby appropriated to be paid from any funds in the hands of the State Treasurer not otherwise appropriated for the purpose of aiding in erecting and equipping the buildings for said school, one half of said sum to be paid in 1907 and one half in 1908, provided that the town or community in which said school is located shall contribute the sum of not less than twenty-five thousand dollars ($25,000.) toward the construction and equipment of said buildings, and the title to said buildings shall be in and held by the State Board of Education.

Sec. 19. When it shall be certified to the State Board of Education by the trustees that said buildings of said school are completed and ready to be occupied, the sum of five thousand dollars ($5,000.) annually, shall be and the same is hereby appropriated for the purpose

of maintaining said school, to be paid out of the special appropriation of fifty thousand dollars ($50,000.) herein appropriated for high school instruction and teacher training.

Sec. 20. That this act shall be in force from and after its ratification.

March 1907 - Walker. North Carolina

Reports 11

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MAY 17 1907

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Department of School Organization
University of North Carolina
Chapel Hill

Report for March, 1907.

In my report for February I included a copy of our high school bill as it was finally introduced. This bill was passed without amendment just before the adjournment of the General Assembly and was ratified on March 8th. It carries an annual appropriation of Fifty Thousand Dollars as a State subsidy for the high schools. It also provides for the establishment of the East Carolina Training School for white teachers.

omit

The text of this act in full is as follows:

PUBLIC HIGH SCHOOL LAW.

An Act to Stimulate High School Instruction in the Public Schools of the State and Teacher Training.

The General Assembly of North Carolina do enact:

Section 1. With the consent of the State Board of Education, the County Board of Education in any county may, in its discretion, establish and maintain, for a term of not less than five school months in each school year, one or more public high schools for the county at such place or places as shall be most convenient for the pupils entitled to attend and most conducive to the purposes of said school or schools.

Sec. 2. For each public high school established under this act a committee of three persons shall be appointed by the County Board of

Education, who shall be known as the School Committee of _____ Public High School of _____ County. The powers, duties and qualifications of said committeemen shall be similar to those of other public school committeemen. They shall be appointed as follows: one for a term of two years, one for a term of four years, one for a term of six years; and at the expiration of the term of any committeeman his successor shall be appointed for a term of six years: Provided, that in case of death or resignation of any committeeman, his successor shall be appointed for the unexpired term only. Within two weeks after appointment the committee shall meet and elect a chairman and a secretary and enter upon the performance of their duties.

Sec. 3. All public high schools established and maintained under the provisions of this act shall be operated by the County Board of Education under such general rules and regulations as may be prescribed by the State Board of Education. The courses of study for such high schools and the requirements for admission to them shall be prescribed by the State Superintendent of Public Instruction.

Sec. 4. It shall be the duty of the County Board of Education to locate all high schools established under this act, to furnish the State Superintendent of Public Instruction with such information relative to said schools as he may require and to make such local rules and regulations for the conduct of said schools as may be necessary: Provided, that before any State funds shall be appropriated for the support af any public high school, the State Superintendent of Public Instruction shall cause the same to be inspected by some competent person to see that suitable arrangements have been made for giving high school instruction and to enable said school to conform to all the requirements of this act and to the rules and regulations of the State Board of Education: Provided further, that no one shall teach

in any public high school that receives State funds under this act who does not hold a high school teacher's certificate from the State Superintendent of Public Instruction, who shall have power to prescribe a standard of scholarship and examination for same: and provided further, that no one shall be employed as teacher in such high school without the approval and recommendation of the County Superintendent. The minimum salary of any public high school teacher in such high school shall be forty dollars per month.

Sec. 5. Before any high school shall be established under the provisions of this act, the committee or committees establishing such school shall first provide for thorough instruction, for at least five months in each school year, in all branches of study required to be taught in the public schools of the State; and no school shall be entitled to the benefit of this act in which less than three teachers are employed.

~~(Each school must have at least two teachers in addition to the high school teacher.)~~

Sec. 6. The County Board of Education of any county may enter into an agreement with the board of trustees or the committee of one public high school of the county to permit all chilgren of said county of school age who are prepared to enter such high school and all public school teachers of said county desiring high school instruction to attend such school free, the rate of tuition for each pupil in each high school grade to be fixed by agreement with said County Board of Education, and paid as follows: one-half out of a fund set aside by the County Board of Education from the county school fund for that purpose, and one-half out of the special State appropriation hereinafter provided, under such rules as the State Board of Education may

prescribe: Provided, that the sum apportioned by the County Board of Education for this purpose shall not exceed five ~~hingred~~ hundred dollars and the sum apportioned by the State Board of Education for the same purpose shall not exceed that apportioned by the County Board of Education: Provided further, that the course of study in such high school shall be approved by the State Superintendent of Public Instruction.

Sec. 7. The County Superintendent of Schools in any county in which said public high school or high schools shall be established shall give due notice of the same to the State Board of Education before any State funds shall be appropriated for the support of said school or schools. And when the County Treasurer of any county shall certify to the State Superintendent of Public Instruction that as much as two hundred and fifty dollars has been #### placed to the credit of any public high school established and inspected as provided for in this act, thereupon a State warrant shall be issued upon requisition of the State Superintentent of Public Instruction for two hundred and fifty dollars and sent to the Treasurer of the county in which such high school is located, to be placed to the credit of said high school, and paid out exclusively for the support of said high school on the warrant of the high school committee, approved by the County Superintendent of Schools. The Treasurer of each county in which such public high school or schools shall be established shall keep a separate account of the public high school fund, and at the end of each school year he shall make to the State Superintendent of Public Instruction and to the County Board of Education a report of all receipts and disbursements of said fund.

Sec. 8. If a larger amount than two hundred and fifty dollars be provided by taxation, or by private donation, or by local appropriation, or otherwise, for the support of any public high school established and maintained under the provisions of this act, then the State shall contribute a like amount: Provided, that the State shall not contribute more than rfive hundred dollars in any one school year for the support of any one high school: Provided further, that not more than four public high schools in any one county shall be entitled under the provisions of this act to receive State funds.

Sec. 9. High schools may not be established under this act in towns of more than twelve hundred inhabitants. Contracts, however, may be made between the County Board of Education and the committee or trustees of any public or graded school wherein high school branches are taught. Such contract shall provide for the admission to such school of students in high school grades and of public school teachers and children so attending from outside the limits of said school district, and the tuition in no case to exceed two dollars per month. Upon the making and approval of such contract and the deposit with the County Treasurer of an amount sufficient to pay one-half of amount estimated to be necessary for such purpose either by direct appropriation by the County Board of Education from a fund set aside for that purpose or by private donation, then upon proper certification of such facts a State Warrant shall be issued for an equal amount payable to the County Treasurer upon request of the State Superintendent of Public Instruction: Provided, that no aid may be given by the State in cases where under the contract less than one hundred dollars is needed to pay the tuition, and that the State may not in any case be called on for more than five hundred dollars: Provided further, that the course of study of such school shall be submitted to the State Superintendent

of Public Instruction and approved by him.

Sec. 10. The sum of fifty thousand dollars, or so much thereof as may be necessary, is hereby annually appropriated for the purposes of high school instruction and teacher training provided for in this act. The State Board of Education shall have the power to fix such rules and regulations in accordance with the provisions of this act as may be necessary for the proper distribution of this fund.

Sec. 11. That there shall be established and maintained at some suitable point in eastern North Carolina a Teachers' Training School for the training of young white men and women, under the corporate name of the East Carolina Teachers' Training School.

Sec. 12. That said school shall be located by the State Board of Education at such point in eastern North Carolina as they may deem proper, and shall be located in or near that town offering the largest financial aid, having due regard to desirability and suitability for the location of said school.

Sec. 13. That the object in establishing and maintaining said school shall be to give to young white men and women such education and training as shall fit and qualify them for teaching in the public schools of North Carolina. And the board of trustees hereinafter provided for in prescribing the course of study of said school shall lay special emphasis on those subjects taught in the public schools of the State, and on the art and science of teaching. And in no event shall they prescribe a curriculum beyond that which would fit and prepare a student for unconditioned entrance into the freshman class of the University of North Carolina.

Sec. 14. That tuition in said school shall be free to those who signify their intention to teach for such time and upon such

conditions as may be prescribed by the board of trustees, and the board of trustees upon the recommendation of the faculty shall give those students in said school who have completed the required course a certificate of proficiency in the work done.

Sec. 15. That said school shall be managed by a board of trustees, consisting of nine persons, together with the State Superintendent of Public Instruction, as chairman, ex officio, said trustees to be appointed by the State Board of Education: Provided, that two members of the said board shall be selected from the First Congressional District, two from the Second, two from the Third, two from the Fourth, and one from the Sixth, whose term of office shall be six years: Provided further, that of the trustees first elected three shall hold office for two years, three for four years, and three for six years. Said term of office to begin on the fifteenth day of March, one thousand nine hundred and seven. That the State Board of Education shall appoint trustees for the full term of six years upon the expiration of the term of office of any member of this board; vacancies occurring by death or resignation of any member of this board shall be filled by appointment of the State Board of Education for the unexpired term. All trustees shall take oath to perform faithfully their duties as required by this act, and shall hold office until their successors have been appointed and qualified. The board of trustees shall report biennially to the Governor before the meeting of each General Assembly the operation and condition of said school.

Sec. 16. That said board of trustees above provided for, upon their election and qualification, shall be and become a body corporate and politic, with all the powers usually conferred upon such bodies and necessary to enable them to acquire and hold property.

[redacted]

manage and conduct said school, and do all other things necessary for the carrying out of the provisions and purposes of this act.

Sec. 17. That as soon as said school shall have been located by the State Board of Education and the trustees herein provided for shall have qualified, the chairman shall call a meeting of said trustees for the purpose of organizing said board as soon as practicable. After said organization the said trustees shall proceed to build and equip the necessary buildings for said school and shall make such rules and regulations for the government of said school as they may deem proper: Provided, that no rules shall be made that would discriminate against one county in favor of another in the admission of pupils into said school.

Sec. 18. That the sum of fifteen thousand dollars ($15,000) be and the same is hereby appropriated to be paid, from any funds in the hands of the State Treasurer not otherwise appropriated, for the purpose of aiding in erecting and equipping the buildings for said school, one-half of said sum to be paid in one thousand nine hundred and seven and one-half in one thousand nine hundred and eight: Provided; that the town or community in which said school is located shall contribute the sum of not less than twenty-five thousand dollars ($25,000) toward the construction and equipment of said buildings, and the title to said buildings shall be in and held by the State Board of Education.

Sec. 19. When it shall be certified to the State Board of Education by the trustees that said buildings of said school are completed and ready to be occupied, the sum of five thousand dollars ($5,000) annually shall be and the same is hereby appropriated for the purpose of maintaining said said school, to be paid out of the special appropriation of fifty thousand dollars ($50,000) herein

appropriated for high school instruction and teacher training.

Sec. 20. That this act shall be in force from and after its ratification.

In the General Assembly read three times, and ratified this the 8th day of March, A. D. 1907.

At the request of Supt. J. L. Harris of Randleman I visited his school March 5th and 6th for the purpose of conferring with him about the peculiar condition of the town's educational affairs. And a most unfortunate situation I found there. I am of the opinion that some members of the school board and a large number of the citizens would not care if the town had no public school at all. They certainly are not supporting the Superintendent and the teachers in their efforts to build up a good school. Consequently the Superintendent and most of his teachers will tender their resignation at the close of the session. I desired to go before the board with Mr. Harris to advocate needed improvements and to advise with them with reference to increasing their high school facilities. But for some reason best known to themselves it was impossible to get a meeting. The chairman of the board had been trying for some time to get a meeting but had not succeeded. The situation is indeed discouraging.

Randleman is a small mill town of about 3500 inhabitants. Many of the people are operatives--indeed that class is largely in the majority. There are just a few who pay practically all the school tax. These few have complained at having to do this and no little dissatisfaction has resulted and some feeling has been engendered. Hence, a division of sentiment and of opinion among the members of the board which has blocked educational progress. I talked with

many of the leading citizens of the town on this matter and advised with them. I trust some good may result from my visit there.

March 8th I went to Raleigh for a conference with Supt. Joyner with reference to the new high school law which had just been enacted and was that day ratified.

March 12-21 I was in the eastern part of the State visiting the towns of Rocky Mount, Plymouth, Roper, Edenton, Hertford, and Elizabeth City.

I reached Rocky Mount on the night of the 12th and spent the 13th in the town schools with Supt. Boyle. Mr. Boyle's schools are well organized and are developing rapdily. Five years ago he had only eight teachers; now he has nineteen, five of whom are in the high school. He has only ten grades at present, though he is planning to add another year of high school work as soon as possible. His high school at present is housed in one of the buildings in which the lower grades are taught, but the town is now planning to construct a new high school building which will be ready for occupancy by October next. This building will cost $20,000. The town will vote this spring an issue of bonds to put up this building and to provide other increased school facilities. The Principal of the High School is Mr. W. D. Gresham.

The following work is at present completed in the high school course: Most of the College Entrance Requirements in English; four books of Caesar and either Cicero or Virgil; one year of U. S. History, one of English, and one of General; Arithmetic, Algebra, and four books of Plane Geometry; one year of Physics. No course in Modern Language is given though French and German will be added as soon as the work now given can be strengthened and increased.

The high school work here is developing very satisfactorily. With another year added when the new building is ready and with some few changes in and additions to the present course which I suggested to Mr. Boyle the High School at Rocky Mount will be able to do excellent work.

From Rocky Mount I went to Plymouth on the night of the 13th. I found school affairs at this place in a wretched condition. Here is another place where the so-called board of education has actually blocked the progress of the school. Peanut politics, popular prejudice, denominationalism, and selfishness seem to have run riot in dominating the educational affairs of this town. The people here must decide whether they will have a school or simply an excuse for a school. It is a relief to know that the present board will soon retire. Progress has been impossible under the present regime. At present the high school work covers about two years, and this is poorly done by one inefficient teacher. This teacher who is also superintendent of the school did not know whether the town had voted a special school tax nor could he even approximately tell me how many students he had enrolled. I went to the County Superintendent and tried to find out something from him. He knew less than the other fellow. I later learned from Hon. Thomas W. Blount at Roper that the county board of education, the town board, and the county superintendent were all in league and were actually working against the best educational interests of Washington county. Mr. Blount was chairman of the House Committee on Education in the General Assembly of 1907, and be it said to his eternal credit he succeeded in "firing" the whole crowd here mentioned. Several districts in Washington county would have voted school tax for the support of schools long

ago but the county superintendent and the county board of education have actually kept them from doing so. Here is indeed a deplorable situation of affairs brought about by politics. When the new boards come in next July and elect competent superintendents then we may look for educational progress both in the town of Plymouth and in Washington county.

From Plymouth I went to Roper on the 14th. Here I found a different situation of affairs. Roper is a small mill town of about 1000 people and is situated in the central part of Washington county. This is the home of Mr. Blount of whom I have just spoken. The people here are awake to their educational needs. They have recently erected a handsome new school building which is a credit to the town. They are now taking steps to have one of the county high schools established here. But the county will not take any steps in that direction until the new board comes in next July. I have promised to go back to Roper on May 24 and advise with the authorities with regard to this matter.

From Roper I went to Edenton on the 15th. It was the purpose of Supt. Bachman to have me confer with his board relative to their plans for next year. He had asked me to come for this purpose, but when I reached Edenton and found him sick in bed we decided it would be best to postpone this part of the program until late in May when I expected to go to Edenton again.

I went on then to Hertford. The people here have recently completed a new graded school building at a cost of ~~$7,500~~ $17,5000. Supt. Roberts is doing all he can to develop his high school department, but he finds it difficult to hold the pupils until they finish the course now offered. His course at present covers ten grades.

On the 16th I went to Elizabeth City and spent several days working on a rather difficult problem. Elizabeth City has a population of about 10,000 people. It is a town of considerable wealth. It is a good business center and is a thriving place. It has always had good private schools, but has never established graded schools. It is the only town in the State as large as this that hasn't graded schools. The public schools there have never amounted to much. Indeed there is even a lingering prejudice against public schools--a relic of the time when a public school was looked upon as a charity school. This feeling has been fostered no doubt by the very fact that there are excellent private schools there. Even the negroes complain of having to attend public school. The two leading schools there at present are the Atlantic Collegiate Institute under the principalship of Prof. S. L. Sheep and the Albemarle High School, a Methodist institution under the principalship of Prof. Scarborough. A movement is now on foot headed by Prof. Sheep to abolish all the private schools of the town and to establish a system of graded schools including a well organized city high school. The people will vote on the graded school question late in April. At this time they will vote on a bond issue of $40,000 for graded schools, and a tax of 40 cents on the hundred dollars worth of property for the support of these schools. If the election carries it will in all probability be very close for a fight is now on. I have seen many of the leaders of both factions and discussed the situation with them urging them in the name of the best interests of the town not to let a factional fight defeat this issue. If the election fails to carry now, it will set the educational work back several years, and unless harmony can be secured, it will certainly be defeated. As stated above the

Methodists have in Elizabeth City a very good school. The property of this school they say is worth $15,000. They say further if the trustees of the proposed graded schools will bind themselves to take over their school property at this price they will support the graded school measure. The trustees won't agree to do this and so the fight is mainly on this issue. A joint meeting of the graded school trustees, the trustees of the church school, and the town aldermen was to be held on Friday, March 22nd, at which time it was hoped the different factions might be harmonized. It was not practicable for me to remain over for this meeting, but I have learned that there is greater hope of agreement.

While in Elizabeth City I visited the several institutions there. On the 18th I addressed the students of the Atlantic Collegiate Institute, and on the 20th I addressed the public school students.

March 26th I went to Raleigh for a conference with Supt. Joyner relative to the rules and regulations governing county high schools.

Judging from present indications the new public high school law is going to have greater effect upon the development of the public schools than ony other piece of school legislation enacted in this State in recent years. Inquiries are coming in daily. Many counties are preparing to establish county high schools as provided for under this act. The prospects are indeed bright and we are all hopeful of beneficial results.

Very truly yours,

N. C. Newlin

Prof. of School Organization.

April 1907 - Walker - North Carolina

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Department of School Organization
University of North Carolina
Chapel Hill

Report for April, 1907.

Interest in the county high school work is growing rapidly. Inquiries have been coming in constantly from all parts of the State. Special tax elections have been called in a number of places in order to secure the location of county high schools. In some few of the counties rivalry between competing localities has become intense. Over fifty places in various parts of the State are making preparations to establish county high schools. Other places are falling in line every day. For the beginning of this work the prospects are indeed bright. Without laying any claim to prophetic insight we venture to say that our new high school law is going to do more to develop our general school work from Kindergarten to University than any piece of school legislation that has been enacted in the State in the last quarter af a century.

The one serious problem now confronting us is that of securing for these schools competent male teachers and principals. There has never been so great a demand in this State for strong men in our school work. And how we are to secure these men is now our problem. The University and the colleges are doing something to meet this demand but provision must be made for them to do more along this line than they have ever thought of doing before.

I may mention in this connection the fact that the University, in order to ~~keep~~ help those teachers now in our secondary schools who wish to improve their scholarship, will maintain a school for six weeks this summer (June 17-July 27). This school will be conducted on a small scale somewhat as an experiment. All "feds and frills" and recreation features will be excluded, and only the "back-bone" work will be attempted.

At the request of State Supt. Joyner I am preparing a bulletin on the Secondary Schools and Colleges of North Carolina to be published by the Department of Public Instruction for general distribution at the Jamestown Exposition. I went to Durham in the interest of this work on April 4th, and from there I went to Raleigh.

April 8th-12th I was at Pinehurst attending the Conference for Education in the South. I will not give any account of this Conference in this report. I will say, however, in passing, that it was certainly one of the most pleasant as well as most helpful educational meetings I ever attended. Everybody [redacted] seemed to have a good time and I think everybody in attendance was benefitted. It was indeed a Conference of the leading workers in education in the Southern States.

April 17th I went to Winston-Salem for a conference with Supt. Speas with reference to the establishment of a county high school in Forsyth county. On the 15th Supt. Speas and I had a conference with Col. W. A. Blair who is much interested in the establishment of a state system of county high schools. Mr. Blair is going to work with Supt. Speas to see what can be done. Forsyth county will establish one high school and possibly two.

Supt. Snipes of the city schools showed me the lot which his board has recently purchased for a city high school. It is

beautifully situated near the center of the town, and is worth $12,500. The high school building will not be constructed until next year. It will be ready for use at the opening of the session in the fall of 1908.

From Winston-Salem I went to Greensboro to see Supt. Foust of Guilford county. Guilford is making preparations to establish three county high schools. One of these will be located at Pleasant Garden, another at Jamestown, and a third either at Guilford College or Summerfield. On the 19th Supt. Foust and I went out to Jamestown to advise with the committee there and to encourage them to apply for one of the county high schools and to make ample provision for same. We met with the board in the evening and found every member heartily in favor of doing all that can be done to establish there a first class high school. They have decided to make an addition to their school building and we advised with them about that as well as all other features of the work.

On the 22nd and 25th I was in Raleigh at the request of Supt. Joyner, on the first named date in conference with him with reference to the Rules and Regulations governing the establishment of public high schools, and on the 25th, preparing an information blank to be filled out and returned to the State Board of Education with every application for the establishment of a county high school.

The Rules and Regulations have since been published with the High School Law in pamphlet form and sent out to all the superintendents and others interested in the high school movement. ~~(I enclose with this report copies of the pamphlet containing the Rules and the Law.)~~

In my report for March I gave an account of the situation in Elizabeth City and of the efforts being made to establish graded schools. I am glad to report that the election for schools held there on April 23rd was carried.

I may note here that Wake county has purchased the Cary High School property and will operate there one of its county high schools. This school which has been operated for several years by Prof. E. L. Middleton has become one of the leading private preparatory schools in the central part of the State. It has an established reputation for thorough, honest work that is second to none of our schools of its class. It is gratifying to know that Prof. Middleton will become principal of the new county high school.

What has happened here is going to happen in a number of other localities as soon as suitable arrangements can be made. Similar movements are now on foot to make county high schools of Raeford Institute in Cumberland county, of Clemmons School in Forsyth county, of Homing Valley Institute in Buncombe county. In many places this can be done to advantage and wherever such is the case the opportunity will not be neglected.

Interest is lively in the eastern part of the State just now in those towns that are bidding for the East Carolina Training School. The principal towns in the race for the location of this institution are Elizabeth City, Edenton, Washington, Kinston, Greenville and Rocky Mount. In a few days Greenville will vote a bond issue of $75,000 to secure this school, and a little later Pitt county in which Greenville is located will vote to increase this amount by a

bond issue of $50,000. The State Board of Education will meet the first Monday of June to receive the bids of the competing towns and as soon thereafter as possible they will decide upon the location.

Very truly yours,

N. W. Walker,

Professor of School Organization.

Rec'd Gen. Ed. Bd.
OCT 9 - 1907

DEPARTMENT OF SCHOOL ORGANIZATION
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL.

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REPORT FOR MAY 1907.

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On May 2nd I went to Cary to take a look at the Cary High School property which Wake County had just purchased for one of its County high schools. The Cary High School has been in operation for several years and has developed into a good school with an established reputation. The entire property has now been turned over to Wake County for its first public high school. The buildings will now be enlarged and improved, the equipment increased, and the faculty strengthened. This is the first public high school established in North Carolina under our recent high school act, and it gives promise of becoming a model school that other counties may do well to pattern after. The present Principal, Prof. E. L. Middleton, will remain as head of the new public high school.

On the 3rd I went to Roxboro to confer with Supt. Newbold about the educational situation in his town and County. Roxboro voted a bond issue on May 7th of $30,000. for a new school building. At the time of my visit we were sure the election would carry, and it was my purpose to see if we could not get the town and county to co-operate in establishing and maintaining a first-class high school. The town will increase its high school facilities anyway and we had hoped to bring about this co-operation in order that better advantages might

result for both town and county. This scheme could not be carried out at that time, but we still hope that when the town gets its new building and a stronger high school department such a plan may yet be effected. The secret of the whole matter is just this: The town school has been getting close to a thousand dollars in tuition fees from the pupils attending from the rural districts. The county, of course, could not to begin with put this much money into the school. Hence it can easily be seen that the whole difficulty is rooted in selfishness. But we have not lost hope in the effectiveness of the plan proposed, nor in the possibility of seeing it sometime put in operation.

From Roxboro I went to Durham on the 4th to confer with Supt. Massey about the high school prospects in Durham County. Several of the rural schools of this county are already doing good high school work, and Supt. Massey says his County will be able and ready to establish as many public high schools as the State will allow. Yet if Durham County gets more than one high school, one of the rules of the State Board of Education will have to be waived and this will hardly be done. This is a matter, however, that will have to be taken before the State Board when Durham County makes its formal application.

May 21st I left home for the Eastern part of the State. On the 22nd I went to Elizabeth City to advise with Supt. of City Schools, Prof. S. L. Sheep, and his Board of Trustees about the location of their buildings, about their teachers, and courses of study. In my April Report I noted the fact that Elizabeth City had just voted an issue of bonds to establish a system of Graded Schools, and

that the town was about to acquire the properties of two large preparatory schools for its new graded schools. This plan was finally effected, and the Atlantic Collegiate Institute, one of our Approved Schools, and the Albemarle High School, an institution supported by the Methodist Episcopal Church South, both closed their doors as private institutions and their properties will hereafter be used for public school purposes. Before going to Elizabeth City I had some correspondence with P. H. Williams, Esq., Secretary to the Board of Trustees, and at his request I looked over the situation and offered several suggestions as to buildings, courses of study, etc. We saw several members of the board of Trustees and discussed these matters with them. Owing to absence from town of some of the members of the board we could get no meeting on the 22nd, but at the request of the Supt., the chairman, and the secretary, I promised to stop over and meet with the board on the evening of the 25th. I stopped over on my return according to promise but was called away suddenly by wire because of serious illness in my family. I hope to return, however, and render further assistance in organizing the schools of this town.

From Elizabeth City I went to Edenton and spent a day and a half with Supt. Bachman in the schools of that town. I found only about 30 pupils in the high school department of the town school. Only two and one-half years of high school work are attempted. There is no demand for higher work at present. I discussed with Supt. Bachman the advisability of getting the town and Chowan County to co-operate in operating a first-class high school. I also discussed it with the Sheriff of the County, the Mayor of the town, and a member of the County Board of Education. They all favored the plan. Supt. Bachman

was especially favorable to it, but it developed that the great difficulty in the way was that the County schools were not preparing their students for entrance into the high school. I could not get at the number of pupils that finished the elementary school course in Chowan County last year, but I was assured by all present that the number was very small indeed. So there is not much hope of doing anything in this County at present in the way of establishing high schools.

From Edenton I went to Roper where on the evening of the 24th I delivered the Commencement Address at the closing of the Graded School. After the exercises were over there was a called meeting of the school board to discuss the matter of establishing a county high school for Washington County at Roper. I met with the board by request of the Chairman and advised with them on several points and it was decided that Roper should make application for one of the public high schools. Hon. Thos. W. Blount, who was Chairman of the House Committee on Education in the General Assembly of 1907, and who really fathered the High School Bill, lives in this town and is a member of the school board. He is quite enthusiastic over the high school matter, and I have no doubt will see that it is pushed to a successful issue.

From Roper I went to Elizabeth City on the 25th to meet with the board of school trustees of that town, but, as I stated before, was called home suddenly by serious illness in my family.

Very truly,

N. W. Walker,

Prof. of School Organization.

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DEPARTMENT OF SCHOOL ORGANIZATION

THE UNIVERSITY OF NORTH CAROLINA.

CHAPEL HILL.

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REPORT FOR JUNE, JULY, AND AUGUST, 1907.

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During the summer months I have spent a good deal of my time in the Department of Public Instruction in Raleigh assisting in the office work pertaining to the public high schools. This work has taken much of my time, but it could be much better handled from that office than from this. In fact it has grown to such proportions there that Supt. Joyner needs an additional assistant to look after that work alone.

In June I was appointed a member of the new State Board of Examiners which board examines and licenses all high school teachers and all common school teachers holding Five-year State Certificates. My work as a member of this board has also taken much of my time and has kept me in Raleigh a good deal.

At the request of Supt.Joyner I have also prepared the courses of study for the public high schools which were published in tentative form in August. The pamphlet containing these courses will be worked over and enlarged into a "High School Teachers' Hand Book" which will be published by the Department of Public Instruction in the fall. I am at work on this now at odd times. I hope to have it ready in October.

The first apportionment of the high school fund was made August 5th. As I had examined all the applications from the various

counties for county high schools and tabulated the data relating thereto Supt. Joyner requested me to meet with the State Board of Education and assist them in making the apportionment. This I did. There were many counties that could not get their applications in by August 1st, so a second apportionment was made August 31st. Still there were counties striving to establish high schools that were not ready by the time of the second apportionment, and so a third apportionemnt will be made on November 15th. Should any portion of the high school appropriation remain unapportioned by November 30th, such remainder goes back to the genreal fund and is no longer available for school purposes. It is not our purpose to let any of this fund die.

I am giving herewith a list of the Counties that have met the State's requirements and have received funds for their high schools up to September 1st. I am also giving the names of the schools and the amounts apportioned to the various counties:

COUNTY	AMOUNT ALLOWED.	SCHOOLS.
Alamance:	$500.00	Haw Fields High School.
		Friendship High School.
Alleghany:	$250.00	Turkey Knob Academy.
Anson:	$500.00	Morven High School.
Ashe:	$500.00	Grassey Creek High School
		Helton High School.
Beaufort:	$700.00	Pantego Academy.
		Washington High School.
		Edward High School.
Bertie:	$500.00	Mars Hill High School.
		Aulander High School,

COUNTY.	AMOUNT ALLOWED.	SCHOOLS.
Buncombe:	$750.00	Barnardsville High School.
		Homing Valley Institute.
		Fairview High School.
Bladen:	$250.00	Abbottsburg High School.
Cabarrus:	$500.00	Georgeville Academy.
		Rocky River High School.
Caldwell:	$500.00	Granite Falls High School.
		Lenoir High School.
Carteret:	$500.00	Atlantic High School.
Catawba:	$500.00	Startown High School.
		St. James High School.
Chatham:	$500.00	Merry Oaks High School.
		Pittsboro High School.
Cleveland:	$500.00	Lattimore High School.
		Fallston High School.
Columbus:	$500.00	Whiteville High School.
		Charbourn High School.
Craven:	$500.00	New Bern High School.
		Dover High School.
Cumberland:	$750.00	Hope Mills High School.
		Stedman High School.
		Godwin High School.
Currituck:	$500.00	Poplar Branch High School.
Davidson:	$250.00	Churchland Institute.
Davie:	$500.00	Farmington High School.
		Cooleemee High School.
Duplin:	$500.00	Warsaw High School.

COUNTY.	AMOUNT ALOWED.	SCHOOLS.
Durham:	$500.00	East Durham High School.
Forsythe:	$750.00	Walkertown High School.
		Bethania High School.
		Lewisville High School.
Franklin:	$500.00	Bunn High School.
		Franklinton Graded School.
		Louisburg Graded School.
Gaston:	$750.00	Belmont High School.
		Dallas High School.
		Stanley High School.
Granville:	$500.00	Knap of Reeds High School.
		Howard School.
Guilford:	$750.00	Pleasant Garden High School.
		Jamestown High School.
Harnett:	$500.00	Angier High School.
		Lillington High School.
Hertford	$400.00	Ahoskie High School.
Hyde:	$250.00	Lake Landing High School.
Jackson:	$500.00	Webster High School.
Lenoir:	$500.00	LaGrange High School.
Lincoln:	$500.00	Denver High School.
		Crouse High School.
Macon:	$500.00	Iotla High School.
		Hidgonville High School.
Martin:	$500.00	Robersonville High School.
		Williamston High School.
McDowell	$500.00	Nebo High School.

COUNTY.	AMOUNT ALLOWED.	SCHOOLS.
Mitchell	$500.00	Spruce Pine High School.
Moore:	$500.00	Southern Pines High School.
		Jonesboro High School.
Nash:	$500.00	Red Oak High School.
		Mt.Pleasant High School.
Northampton:	$500.00	Rich Square High School.
		Seaboard High School.
Onslow:	$400.00	Richlands High School.
Pender:	$500.00	Burgaw High School.
		Atkinson High School.
Person:	$250.00	Bethel Hill High School.
Pitt:	$750.00	Farmville High School.
		Bethel High School.
Richmond:	$350.00	Roberdell High School.
Robeson:	$750.00	Rowland High School.
		Lumber Bridge High School.
		Stinceon High School.
		Philadelphus High School.
Rockingham:	$750.00	Madison High School.
		Ruffin High School.
		Stoneville High School.
Rowan:	$750.00	Granite Quarry High School.
		Mt.Ulla High School.
		Wood Leaf High School.
Rutherford:	$500.00	Sunshine Hihg School.

COUNTY.	AMOUNT ALOWED.	SCHOOLS.
Sampson:	$500.00	Clinton High School.
Scotland:	$500.00	Gibson High School.
Stokes:	$385.00	Walnut Cove High School.
Surry	$450.00	Dobson High School.
Swain:	$500.00	Bryson City High School.
Transylvania:	$500.00	Selica High School.
		Penrose High School.
Union:	$750.00	Marshville High School.
		Mt.Pleasant High School.
		Wesley Chapel High School.
Vance:	$500.00	Kittrell High School.
		Bear Pond High School.
Wake:	$1,000.00	Cary High School.
		Holly Springs High School.
		Bay Leaf High School.
		Wakefield-Zebulon High School.
Warreb:	$500.00	Wise High School.
		Macon High School.
Washington:	$500.00	Roper High School.
		Creswell High School.
Wayne	$500.00	Goldsboro High School.
		Falling Creek High School.
Wilkes :	$500.00	Wilkesboro High School.
Wilson:	$500.00	Lucama High School.
		Elm City High School.
Yadkin:	$250.00	Courtney High School.

#7. Counties that have met the State requirements and have received funds for their high schools up to Sept. 15th

Total number of counties - 64.

Total number of schools - 115.

Total amount apportioned - - - - - - - - - - - - - - - - - - - $33,185.00

There will be other counties to make application for high schools before November 15th. We expect the entire number of schools to run up to 140 or more this year. It should be stated, too, that many of the counties have applied for aid for more schools than have been allowed them up to this time but which may be allowed them on November 15th provided the remainder of the appropriation is not taken up by those counties that have not yet received any of the high school fund. It is possible, too, and indeed quite probable that a number of these schools will not be able to open their doors this year because of a dearth of licensed high school teachers. The demand for competent male teachers is greater than it has ever been before in this State. The Colleges and Universities of the South must make greater provisions for training high school teachers or our schools are going to suffer.

In summing up briefly the achievments of the year in high school work in North Carolina the following items may be noted:

1. We have secured the enactment of a high school law carrying an appropriation of $50,000.00 "to stimulate high school instruction and teacher training."

2. Under this law 115 public high schools have been established in 64 countids. There are applications for many others.

3. These schools are under State supervision; are taught by competent teachers licensed by a State Board of Examiners; and the schools are following definite, systematic courses of study.

4. The material equipment provided for these high schools has been given by the communities in which the schools are established. The value of the high school property has been wonderfully increased but no figures are yet at hand to show to what definite extent.

5. A healthy sentiment for better high school facilities is abroad in the land and it is growing all the while.

Very truly yours,

N. W. Walker,

Prof. of School Organization

Rep. 11

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Rec'd Gen. Ed. Bd.
OCT 9 - 1907

DEPARTMENT OF SECONDARY EDUCATION

THE UNIVERSITY OF NORTH CAROLINA.

CHAPEL HILL.

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REPORT FOR SEPTEMBER, 1907.

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On September 3rd I left for Montreat to attend the State Association of County Superintendents which was in annual session there from the 4th to the 6th. On the morning of the 4th I addressed the Association on the public high school movement in this State. This topic was also discussed by State Superintendent Joyner. A deeper interest than ever before was manifested in this movement and I believe much good was accomplished. Most of the Superintendents are now earnestly doing all they can to aid in the establishment of public high schools. Of course there are still some of the backward counties that cannot yet establish high schools, but interest is growing and this is indeed a hopeful sign. More and more are our educational workers beginning to see that the salvation of public education is going to depend upon an efficient system of public high schools.

During this month I have been kept pretty close at home except for an occasional trip to Raleigh to assist with the high school matters, etc. at the Department of Public Instruction. We have had to prepare a second examination for high school teachers to be held October 11th and 12th, and it has fallen to my lot to do much of the work connected with this.

At odd times I have been at work on the "High School Teachers Hand Book" for the Department of Public Instruction. I hope to have

this ready in October. The University has decided to publish quarterly a "Teachers' Bulletin" to be sent free of cost to every school teacher in North Carolina, and the work of preparing and editing this has also fallen to my lot. Not much has yet been done on this bulletin but I have been planning for it and doing some of the preliminary work. We hope to get out the first number about the first of November.

My field work has not yet begun. I expect to commence this about the middle of October. Supt. Joyner has asked me to inspect the new high schools this year, and I am preparing to do it. Several of these schools have opened under most favorable conditions. A few opened in the mountain section in August, some opened in September, and others will open in October. Everything is moving on smoothly and the indications point to a successful year's work.

Very truly yours,

N. W. Walker,

Prof. of Secondary Education.

Oct. Nov. & Dec, 1907

Report to

Department of Secondary Education
The University of North Carolina
Chapel Hill.

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GENERAL EDUCATION BOARD

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Report for October, November, and December, 1907.

During these three months I have been kept busy assisting in the work pertaining to the organization of the new public high schools. A good deal of my time has been spent with the Department of Public Instruction in Raleigh, a good deal, too, here at the University, and some time in the field. I had planned to spend most of the fall among the schools, but it has been found impracticable for me to do so until these other matters had been attended to.

I have spent some little time preparing a High School Teacher's Hand Book which contains the courses of study prescribed for the public high schools and suggestions to high school teachers, etc. We are making an effort to standardize the secondary schools of the State by placing a valuation upon their work based upon the unit system. The new public high schools will be standardized and their work valued upon this basis, and we hope to get the public high schools in the cities and the private academies to adopt the same plan. The system is fully explained in the Hand-Book and principals are notified that their schools will be standardized according to the plan there laid down. The unit adopted is that agreed upon by the Professors of Secondary Education of the Southern States at their meeting in Atlanta some weeks ago. It is virtually the same as that adopted by the New York Board of Regents and by the Carnegie Foundation for the Advancement of Teaching.

November 8-9 I was in Birmingham, Alabama, attending, as the University's representative, the meeting of the Association of Colleges and Preparatory Schools of the Southern States. The principal discussions at this meeting centered about the public high school. Reports were made from the Southern States by the Professors of Secondary Education on "Recent High School Legislation and Progress". I presented the report for North Carolina.

November 9-15 I went to Watauga County for the State Board of Education to investigate a difficulty that had arisen over the location of a county high school. The results of my investigation were submitted to the State Board in a written report.

While in this County I visited the Appalachian Training School at Boone which is one of the State's secondary schools for the training of teachers for the mountain districts. I visited several other schools in the county and delivered addresses at three points. I was more than favorably impressed by the splendid public spirit shown by the people beyond the mountains and by their active interest in school matters.

On my return I spent a part of a day in the Graded Schools at Lenoir. The high school grades of these schools are now open to the high school students and the public school teachers of Caldwell County, and a number of students from the rural districts are availing themselves of the opportunities here offered. This school was opened to the high school students of the county under our new high school law, which provides that the tuition of high school pupils from the county and public school teachers who wish to enter such schools shall be borne jointly by the county and State.

On November 30th we held in Supt.Joyner's office in Raleigh a meeting of representatives from several of the leading colleges of the State to discuss in an informal way the high school situation, to submit for discussion, suggestion, and approval the High School Teacher's Hand Book which I was then preparing, and to endeavor to secure for the public high school movement the influence of certain forces that were inclined to hold themselves aloof. Much good, I am sure, was accomplished by this informal conference.

December 4-7 I attended the educational meeting in Atlanta which was made up of the Executive Committee of the Conference for Education in the South, the Chairman of the Campaign Committees of the Southern Education Board, the Superintendents of Public Instruction of the Southern States, and the Professors of Secondary Education in the Southern State Universities. On the evening of the 5th the Professors of Secondary Education met and discussed in an informal manner our respective plans, problems, etc. It was decided that we should adopt the unit system of standardising the schools we inspect and should place a valuation upon their work on the unit basis. We are going to carry out this plan in North Carolina as I stated in the earlier part of this report, and we have already taken steps to put it in operation at once. I believe much good must result from it in bringing the secondary schools out of their nebulous, chaotic condition up to a respectable standard.

The apportionment of the remainder of the high school fund not called for by September 1st was made November 15th. The amount of money called for up to that time exceeded by several thousand dollars the amount appropriated by the last Legislature

for high school instruction. The indications are that at least $100,000. will have to be appropriated one year hence for the public high schools if the demand for better high school facilities is met. Up to this time 156 high schools have been established in 81 counties. Some of these have not opened their doors this year because licensed high school teachers could not be had. A few have not yet opened because the buildings are not ready. But about 135 have opened, and the reports show most gratifying prospects. The law provides that these schools shall be inspected under the direction of the State Superintendent of Public Instruction. In accordance with the authority vested in him the Superintendent has appointed me as Inspector of Public High Schools. I had planned to begin the work of inspection in October or November but other matters have kept me so busy during the fall that I have had to put this off for some weeks. I shall begin my tours of inspection the first of January, 1908, and I presume that alone will keep me pretty busy during the remainder of the year.

Very truly yours,

N. W. Waage,

Professor of Secondary Education.

Statement

Showing Progress in the Development

of

PUBLIC HIGH SCHOOLS

in the

State of North Carolina

for the Calendar Year 1907

(Actually for the School Year
(ending June 30th, 1908)

New Public High Schools

Established in the State of North Carolina

During the Calendar Year 1907

(Give Statistics for above year only)

Location	Years in Course	No. of T'chers	Enrollment 1st yr	2nd yr	3rd yr	4th yr	Total
Friendship	2	1					18
Hawfields	3	1					28
Turkey Knob	2	1					37
Lilesville	2	1					7
Norven	3	1					30
Helton	Did not open this year						
Pantego	2	1					13
Washington	2	3					39
Aulander	3	2					32
Mars Hill	2	1					13
Abbottsburg	2	1					28
Bladenboro	2	1					19
Barnardsville	3	1					7
Fairview	2	1					27
Hominy Valley	2	1					10
Georgeville	2	1					12
Rocky River	2	1					13
Granite Falls	2	1					14
Lenoir	4	5					47
South Mills	2	1					28
Atlantic	3	2					27
St. James	2	1					16
Startown	2	1					24
Merry Oaks	2	1					20
Pittsboro	2	1					17
Siler City	2	1					19
Andrews	2	2					25
Belleview	2	1					22
Fallston	2	1					28
Lattimore	2	1					36
Chadbourn	2	1					33
Whiteville	2	2					37
Dover	3	1					31
New Bern	3	4					52
Godwin	3	1					29
Hope Mills	2	1					22
Stedman	2	1					33
Poplar Branch	2	1					26
Churchland	4	2					14
Reeds	3	2					17
Cooleemee	2	1					20
Farmington	2	1					20
Teacheys	2	1					30
Warsaw	4	2					33

East Durham	2	2	31
(Battleboro	Did not open		
(Macclesfield	Did not open this year		
Bethania	2	1	43
Kernersville	2	1	28
Lewisville	2	2	30
Walkertwon	3	1	20
Bunn	2	1	18
Franklinton	3	2	48
Louisburg	3	2	30
Belmont	2	2	26
Dallas	3	2	26
Stanley	3	1	24
Howard	2	1	18
Knapp of Reeds	2	1	29
Stem	2	1	12
Snow Hill	Did not open		19
Jamestown	3	2	31
Pleasant Garden	3	2	62
(AurelianSprings	Did not open this year		
Enfield	3	2	30
Angier	2	1	15
Lillington	2	1	17
(Rock Hill	Did not open this year		
(Rock Springs	Did not open this year		
Fletcher	2	1	18
Hendersonville	3	2	84
Ahoskie	2	2	29
Swan Quarter	3	1	30
(Sladesville	Did not open		
Trenton			
Harmony	2	2	25
Scotts	2	1	26
Webster	3	2	14
Benson	2	1	28
Kenly	2	1	23
Wilsons Mills	2	1	19
Trenton	2	1	12
Jonesboro	4	2	32
LaGrange	3	2	39
Crouse	2	2	16
Denver	2	1	22
Higdonville	2	1	19
Iotla	2	1	39
Madison Seminary	2	1	12
Spring Creek	2	1	46
Robersonville	3	2	43
Winton			
Williamston	3	2	33
Marion	3	2	32
Nebo	2	2	19
Huntersville	3	1	29
(Matthews	Did not open this year		
(Spruce Pine	Did not open this year		
Biscoe	2	2	20

Southern Pines	3	2	22
Mt. Pleasant	2	2	21
Red Oak	3	1	29
Rich Square	2	1	26
Seaboard	2	1	18
Richlands	2	2	43
Oriental	2	1	21
Atkinson	2	1	19
Burgaw	3	2	34
Bethel Hill	2	2	27
Bethel	3	2	37
Farmville	3	2	27
Farmer	3	1	42
Ramseur	2	1	36
Hoffman	2	1	11
Roberdell	3	1	25
Lumber Bridge	3	2	39
Orrum	2	2	14
Philadelphus	2	1	13
Rowland	3	1	28
Madison	2	1	15
Ruffin	3	1	32
Stoneville	2	1	26
Granite Quarry	2	1	15
Mt. Ulla	2	1	20
Woodleaf	2	1	24
Henrietta	3	3	46
Clinton	3	3	67
Gibson	2	2	20
Albemarle	2	3	41
Dobson	3	2	44
Pilot Mountain	2	1	47
Bryson City	3	1	42
Whittier	2	1	17
Penrose	Did not open this year		
Selica	Did not open		
Marshville	3	2	83
Mt. Prospect	2	1	22
Wesley Chapel	2	1	3
Beuna Vista	2	1	19
Kittrell	2	1	25
Bay Leaf	2	1	17
Cary	4	4	125
Holly Springs	2	3	28
Wakelon	3	2	33
Macon	2	1	14
Wise	4	2	29
Creswell	2	1	16
Roper	2	1	26
Cove Creek	2	1	15
Falling Creek	2	1	19
Goldsboro	3	6	62
Seven Springs	2	1	12

Mt. Pleasant	2	2	20
Wilkesboro	5	5	65
Elm City	5	2	12
Lucama	2	1	11
Courtney	2	1	14
Elk Shoal	2	1	5

The following town and city high schools (already established) were opened in 1907 to all students of the counties in which they are located, and for that reason they are counted here as among the new high schools: Albemarle, Clinton, Franklinton, Goldsboro, Hendersonville, LaGrange, Lenoir, Louisburg, Marion, New Bern, Washington, Pilot Mountain, Wilkesboro. These schools were thus opened by special arrangement with the State Baord of Education. This arrangement has since been discontinued with the following six schools: Albemarle, ~~Xixxxxxx~~ Goldsboro, Lenoir, Marion, New Bern, and Washington.

The following schools have since been discontinued or moved to better locations: Georgeville, Belleview (moved), Battleboro (moved), Howard (moved), SnowHill, Fletcher, Sladesville, Trenton, (moved), Ramseur (moved), ~~Xxxxxxxx~~ Lattimore, Selica (moved), Mt. Prospect (moved), Elm City, Elk Shoal. Whenever a school is moved to a new location it is counted in the following lists as a new school, as are the schools that did not for one reason or another open the first year.

Private Academies

Taken over by the State of North Carolina

During the Calendar Year 1907

Location	Yrs in Course	No. of Teachers	Enrollment			
			1st yr	2nd yr	3rd yr	4th yr
Bethel Hill	2	2	23	4		
Cary	4	4	45	26	32	22
Creswell	2	1	13	3		
Turkey Knob	2	1	37	0		
South Mills	2	1	28	0		
Whiteville	2	2	32	5		
Churchland	4	2	7	1	1	5
Kenly	2	1	19	4		
Jonesboro	4	2	18	6	3	5
MadisonSeminary	2	1	12	0		
Robersonville	3	2	22	16	5	
Siler City	2	1	11	18		
Farmer	3	1	23	15	4	
Hoffman	2	1	11	0		

In addition to the foregoing private schools which were taken over by the State and converted into public high schools in 1907, the year our public high school law became effective, the following schools, which had been transferred from private to public control just prior to this time, also became public high schools in 1907.

Fairview	2	1	17	10		
Hominy Valley	2	1	10	0		
Dallas	3	2	17	7	2	
Hendersonville	3	2	36	28	20	
Huntersville	3	1	13	11	5	

During this year two large private schools, the Albemarle High School and the Atlantic Collegiate Institute, both located in Elizabeth City, were purchased, reorganized, and consolidated into the Elizabeth City Public High School. This school is operated now as apart of the regular public school system of the town.

Location	Yrs	T'ch'rs	1st yr	2nd yr	3rd yr	4th yr
Elizabeth City	4	6	92	60	15	7

Public High Schools

which lengthened their course of study and
which increased their teaching force

in the State of North Carolina

During the Calendar Year 1907.

No reliable data. Estimated about 20 schools lengthened their course of study; added about 30 high school teachers.

See, of course, list of new high schools established this year.

Public High School Buildings

Erected in the State of North Carolina

During the Calendar Year 1907

Location	Cost of Building	Where buildings are used for high school purposes only indicate by check
Asheville #	30,000	X
Raleigh	22,000	X
Cary #	8,000	
Elizabeth City	35,000	X (Not at present, however)
Burgaw	7,5000	
Holly Springs	7,500	
Jamestown	3,500	
Shelby	28,000	
Southern Pines	15,000	
Mooresville	10,000	
Asheboro	17,500	
Andrews	55000	
Windsor	8,000	
Lexington	10,000	
Lumberton	15,000	
Rowland	4,000	
	226,000	

The Asheville and Cary buildings were not erected this year. The Cary school was one of the private schools taken over by the State. The Asheville High School building was formerly occupied by the Asheville Female College and was purchased by the city of Asheville.

Amount Raised for the Construction of

Public High School Buildings

in the State of North Carolina

During the Calendar Year 1907

---

a) By Taxation . . . . . $

b) By Bonds. . . . . $

c) By Private Subscriptions. . . . . $

Cannot state amounts raised from the several sources.

See cost of Buildings Erected for Total.

Increase of Funds for the Annual Support
of Public High Schools in the State of
North Carolina
for the Calendar Year 1907

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a) From County $21,943.66

b)From the State $40,785.00

c) From Other Sources

1) From Local Tax 27,470.48

2) From Private Donation. 13,187.04

This amount was for rural high schools. Increase in city and town high school funds not known and, therefore, not included.

Ready to mail Rep. 11

DEPARTMENT OF SECONDARY EDUCATION
THE UNIVERSITY OF NORTH CAROLINA,
CHAPEL HILL.

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RECEIVED * APR 7 1908 * DEPT. OF SECONDARY EDUCATION

REPORT FOR JANUARY, FEBRUARY, AND MARCH, 1908.

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35 COPIES MADE

Since January 1st, I have been in the field almost constantly inspecting the Public High Schools. During the three months covered by this report I have visited and inspected the following schools: Howard Public High School, Stem Public High School, Knap of Reeds Public High School, Farmville Public High School, Bethel Public High School, Robersonville Public High School, Williamston Public High School, East Durham Public High School, Wilson's Mills Public High School, LaGrange Public High School, Startown Public High School, St.James Public High School, Scotts Public High School, Huntersville Public High School, Wise Public High School, Macon Public High School, Bear Ponds Public High School, Kittrell Public High School, Franklinton Public High School, Louisburg Public High School, Kernersville Public High School, Walkertown Public High School, Madison Public High School, Stoneville Public High School, Cooleemee Public High School, Ruffin Public High School, Ramseur Public High School, Jamestown Public High School, Angier Public High School, Holly Springs Public High School, Merry Oaks Public High School, Cary Public High School, Kenly Public High School, Lucama Public High School, Elm City Public High School, Atkinson Public High School, Stedman Public High School, and Lillington Public High School.

I have visited also the Graded Schools at the following places: Durham, LaGrange, Newton, Greenville, Winston, Franklinton, and Louisburg. I have also taken occasion to visit Davidson College, Catawba College, Statesville Female College, and Salem Boys' School.

On January 6th, at the request of Superintendent Webb, of Granville County, I went to Oxford to address the County Board of Education and the High School Principals and Committeemen in joint meeting. In addition to the above-named officials there were present a delegation of citizens from Creedmore applying for a public high school, and a number of citizens from other parts of the County who were interested in Public High Schools and their work. We had a very good meeting and much interest was manifested. After my address we had an open round-table meeting at which many questions relating to the high schools and their work were asked and answered. This County has three Public High Schools located at Howard, Stem, and Knap of Reeds. The schools at Stem and Knap of Reeds are doing good work. The school at Howard seems to have been unfortunately located. The County Board of Education realizes this, and is considering moving it to Creedmore. It would seem that this would be the right step to take, since Creedmore is providing ample accomodations for the school in the way of buildings and equipment. It seems to me it would be impossible for the school at Howard to meet the State's reauirements for some years to come.

On January 11th, I was in a meeting of the Pitt County Teachers8 Association, at Greenville. I went there at the invitation of the County Superintendent to discuss "The Public High School and Its Work".

Pitt County has two Public High Schools, located at Farmville and Bethel, both of which are doing excellent work. It is now applying for a third school, to be located at Ayden. This County has made, during the Superintendency of Prof. W. H. Ragsdale, marvelous progress in educational work.

While in Greenville I took occasion to visit the location of the East Carolina Teachers Training School, which is soon to be built at this point. This School was provided for by the Legislature of 1907 in the same bill that provided for the establishment of the Public High School. Little had been done up to the time of my visit owing to the fact that the Trustees could not sell the bonds during the financial stringency. The Bonds have since been sold and work will be begun immediately. Of course it is not expected that this School will open its doors until September, 1909.

March 20th and 21st I was in Greenville again attending a meeting of the City Superintendents and Principals of Eastern Carolina. I discussed at this meeting the relations of the High School to the College, and also the surriculum of the High School of the future. Much interest was manifested in the public high school movement and a large number of questions were asked about the work of the State's public High Schools. We had a very helpful meeting and I believe it is going to result in elevating the course of study in the towns and cities of Eastern Carolina. Most of these cities and towns at present are attempting only three years of high school work. Our plan is to get them, as early as they can, to increase their course so as to cover four years of high school work.

In my tour of inspection since January first I have been especially pleased to see that all of the stronger schools have extended their influence far out into the adjoining communities, and in a way that is indeed effective. The best evidence of this fact is to be found in the large number of boarding students enrolled in nearly all of the more progressive schools. And it should be noted that most of these students are young men and women who would not have been in school at all this year had it not been for the establishment of the Public High School. One Principal told me that he had eighteen students in his High School Department who would not have been in school has the high school not been established. The same is true in numbers of other schools I have visited.

The effectiveness of the work of the Public High Schools has indeed, in many respects, exceeded our expectation. We did not think that their influence for the first few years would be felt far beyond the borders of the local communities in which they are located. We did expect, however, that in a few years they would exert a general upward pull upon the whole educational work. We shall not have to wait longer to see this hope realized. Of course there are some of the weaker schools that are not going to survive. Some of them, in fact, may be abolished at the end of this year and the State and County funds be placed in other communities more active in educational work. This will not happen, however, to many schools. It will not happen to a single high school in a live community.

There are some schools already preparing to equip dormitories and mess halls for the accomodation of students coming from distant parts of the County. And some, too, are beginning to talk of

establishing a Principal's home in connection with the Public High School. These three adjuncts--the dormitory, the mess hall, and the Principal's home--must eventually come in all the more progressive communities. It is the purpose and policy of the State to encourage development along these lines.

I have not yet found a single Public High School in a progressive community, with an efficient, energetic Principal, that has not already abundantly justified the wisdom of its establishment. Of course there are schools here and there that are not able to meet sully the State's requirements this year. And there are some, too, that are offering rather irregular courses of study. We are attempting to get all these weaker schools in line so that by next year every school that survives will be able to meet the State's requirements in point of scholarship and attendance and to follow systematic courses of study. The schools must be directed in the right channels along these lines, and it is upon these problems that we are now concentrating our efforts.

Very truly yours,

N. W. Walker.

professor of ~~Secondary~~ Education.

N. C. - Walker Rep. 11

The University of North Carolina,
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

SECONDARY EDUCATION
N. W. WALKER

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APPENDIX "A".

NEW LAWS ENACTED AFFECTING HIGH SCHOOLS.

In March, 1907, we secured the enactment of a high school law which carries an annual appropriation of Fifty Thousand Dollars to stimulate high school instruction and teacher training. Under this law a county may receive State aid for one, two, three, or four public high schools on the following conditions: (1) Each community applying for a high school must raise by local taxation, private donation, or otherwise, at least $250.00to be used exclusively for high school instruction. (2) The County Board of Education must then, for each school established in the county, apportion from the general school fund of the county an amount (not exceeding $500.00 for any one school) equal to that raised locally; provided, the county does not receive aid from the State in order run its elementary schools four months in the year. The State then gives to each public high school established under this law an amount (not to exceed $500.00) equal to that raised locally.

The high schools established under this act are confined to the rural districts and to towns of not more than 1200 inhabitants, and are open, free of tuition, to all pupils of high school age and to all public school teachers of the counties in which they are located. Teachers in these schools must hold a High School Teacher's Certificate issued by a State Board of Examiners, and follow definite, systematic courses of instruction prescribed by the State Superintendent of Public Instruction. All public high schools are inspected under the direction of the State Superintendent of Public Instruction. The Professor of Secondary Education in the University is,by appointment of the State Superintendent, Inspector of Public High Schools.

DEPARTMENT OF EDUCATION

SECONDARY EDUCATION
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The University of North Carolina,
Chapel Hill, N. C.

APPENDIX "B".

OTHER FACTS SHOWING RESULTS AS (A) CHANGED PUBLIC SENTIMENT REGARDING HIGH SCHOOLS (B) ATTITUDE OF THE PRESS (C) INFLUENCE OF PROPAGANDA FOR HIGH SCHOOLS UPON THE ELEMENTARY SCHOOLS ON THE ONE HAND AND THE COLLEGES AND UNIVERSITIES ON THE OTHER.

(A) There has been a very remarkable change in public opinion regarding public high schools. Indeed, it may be truly said that we had no public sentiment for high schools two years ago. To-day the most popular phase of educational development is the movement for public high schools. We had anticipated some opposition to the movement, but none has developed. On the other hand the public school men, cityand rural, most of the private school men, and nearly all of the denominational college men are supporters of the movement. A wholesome sentiment for better high school facilities is abroad, and it is growing all the while.

(B) The attitude of the press is very favorable indeed. So far as I am aware, only one news-paper editor in the State has expressed opposition to the movement, and, if the truth could be known, it would found that he is at heart opposed to all public education.

(C) Our public high schools have not been in operation long enough (only one year) to have exerted a very decided influence upon the elementary schools and the colleges. It may be said,however, that the movement has, in many cases, already given a higher tone to the elementary schools, and has, in numerous instances, quickened consolidation and local taxation. It is a question of

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PAGES SHOWING RESULTS OF WORK DONE BY PROFESSORS OF SECONDARY EDUCATION

State North Carolina

	Calendar Year 1906	Calendar Year 1907	Total for Two Years
1. Number of high schools established during the year	15	156[1]	171
2. Number of high school buildings erected during the year ...	14[3]	18[3]	32
3. Cost of high school buildings erected during the year	$ 180,000[4]	$ 200,000[4]	$ 380,000
4. Number of high school teachers added during the year	30	200	230
5. Number of existing high schools to which a grade has been added	20	20	40
6. Number of schools consolidated in the establishment of high schools	—	81[5] counties	81 counties
7. Appropriations for high schools made by the State	$ None	$ 50,000.	$ 50,000.
8. Sum raised for high schools by local taxation	$ —	$ 35,843.	$ 35,843. [6]
9. Sum raised for high schools by personal contributions	$ —	$ 12,584.	$ 12,584. [6]
10. Bonds issued for high school buildings	$ See note 7	$ See note 7	$ 200,000.
11. New Laws enacted affecting high schools (on separate sheet)	See Appendix A.		
12. Number of districts having local tax for high schools	See Note 8	115[8]	

13. Other facts showing results as (a) changed public sentiment regarding high schools, (b) attitude of the press (c) influence of propaganda for high schools upon the elementary schools on the one hand and upon the Colleges and Universities on the other, etc. (on separate sheet)

See Appendix B.

1. Our Rural High School Law was not enacted until March, 1907. Therefore, the few figures in this column relate only to town and city high schools.
2. Rural Public High Schools.
3. Including erected and those acquired - (See Note 4.)
4. Including amount spent on buildings acquired for high school purposes and on new buildings in which high schools are housed. Nearly all of our town and city high schools are taught in buildings that accommodate lower grades also
5. Rural Public High Schools are now open to all pupils of high school age in 81 Count
6. To this amount should be added $20,000 appropriated by the counties in which the high schools are located.

The University of North Carolina,
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

SECONDARY EDUCATION
N. W. WALKER

PEDAGOGY
M. C. S. NOBLE

but a few years' time before the public high schools are going to exert a very positive influence upon the colleges and universities in enabling them to maintain respectable entrance standards and by sending into them a larger number of better prepared men.

N. C. Walker

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CHAPEL HILL

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REPORT FOR APRIL AND MAY, 1908.

Most of the time during the past two months I have been in the field visiting and inspecting schools. Most of the inspection was done during the month of April, as the schools began to close early in May, and it was hardly necessary for me to be in the field at all, except to deliver a few educational addresses, after the middle of May. During this period I visited and inspected the public high schools at the following places: Clinton, Warsaw, Teacheys, Burgaw, Goldsboro, Falling Creek, Benson, Pleasant Garden, Georgeville, Rocky River, Knap of Reeds, Webster, Iotla, and Morvin. I also visited the Goldsboro Graded School, Mt. Pleasant Collegiate Institute, Cullowhee High School, the Murphy Graded School, Salemburg Academy; and have delivered educational addresses at Mt. Pleasant, Iotla, Cullowhee, and at several points in Granville County in the local tax campaign, at Salemburg and at Morvin.

Most of the public high schools I have visited have met in all respects the State's requirements of such schools. ~~Indeed, there have been very few that I have inspected during the past year that have failed to meet fully the requirements.~~ There have been many of the schools that I have not been able to see at all because it was impossible for me to reach all

of the one hundred and fifty six schools from one end of the State to the other during the past year of their work. I have succeeded in getting to about half of this number, and hope to visit all the others during the early fall months, certainly before the meeting of the Legislature next January. A detailed report of the Public High School Work of the State showing the number of students enrolled, the number of teachers, the number of students pursuing the various branches of study, and giving other pertinent facts relative to the High School Work, will be published in the latter part of the summer, or in the early fall. I have this report in preparation now, but cannot complete it until all the reports have been received from the principals of the public high schools. I do not deem it necessary, therefore, to give here a detailed account of the working of the several schools inspected, as copies of this report will be forwarded to you as soon as it comes from the printer. This report will first be published in separate form, and later will be included in the bi-annual report of the State Superintendent of Public Instruction.

April 21st--26th I was in attendance upon the Conference for Education in the South at Memphis, Tennessee. I have also spent a great deal of time during these two months at the Department of Education in Raleigh attending to the work of the State Board of Examiners and assisting with the correspondence relating to the Public High Schools. Early in May, at the request of Superintendent Webb, I spent several days in Granville County assisting him in a local tax campaign.

At the close of the first year of the Public High Schools in North Carolina, I think I can say that the work, as a whole, has progressed as well as could have been expected. There have been many little irregularities in the work in some of the schools, indeed in many of them. But this was no more than was to be expected, and, of course, time will adjust all such matters. The work of the Public High Schools now is prominently before the people of the State, and the movement for better high school facilities is gaining momentum all the while.

Very truly yours,

N. W. Walker

Professor of Secondary Education.

N. C. Walker

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REPORT FOR JUNE, JULY AND AUGUST, 1908.

During the three months covered by this report my time has been spent as follows: From June 10th to July 21st I conducted here at the University a summer school for high school teachers. The work offered was designed to meet the needs of the teachers now in our rural high schools. The instruction was given by regular members of the University faculty in English, History, Mathematics, Theory and Practice of Teaching, Latin, French, German, Physics, and Library Administration.

A detailed report of this work is included in my annual report to the President of the University, a copy of which will be forwarded to you in the early fall. A considerable part of my time has been spent at the Department of Education in Raleigh attending to the office work relating to the public high schools and in tabulating the reports of the principals of those schools for the year closing June 30th.

On August 8th I attended an educational rally at Old Trinity in Randolph County and delivered an educational address, setting forth the need of better high school facilities, and urging the people of that community to take steps to establish at this point a public high school. This is one

of the best communities,in some respects, in the State for such a school. Here it was that Trinity College was established and remained until its removal to Durham in 1891. Since that time the old college buildings have been used by a church high school operated under the direction of the Trustees of Trinity College. This school has been discontinued, and Trinity College has now offered to lease it to the local school board. The building is good and the campus contains several acres of land. I believe that this property could be acquired at a reasonable rate, and in my address to the people of that community on August 8th I urged that they take steps at once to acquire this property for public high school purposes, and to establish there at once a State High School. Funds were at once raised by private donation sufficient to insure the establishment of a public high school there this year, and the movement was started looking to the purchase of the property. I should say that the buildings and grounds are worth at least twenty five thousand dollars, but I believe they can be purchased for but little more than half of that sum. I am watching with interest the growth of sentiment for better high school facilities at this place and shall cooperate in every way I can with the local committee in their efforts to establish here a public high school.

From August 10th to 15th I conducted a Teachers' Institute for the teachers of Granville County. August 17th--18th I was in an Institute in Randolph County where I delivered two addresses to the teachers. August 26th--29th I was at Morehead

City in attendance upon the annual meeting of the State Association of County Superintendents. I addressed this body on the high school work, and conducted several round table discussions relative to the several phases of that work.

I fear that the growth of our public high schools is going to be checked for the ensuing year because of the recent destructive floods in Eastern North Carolina. I think we will have no difficulty in holding the annual appropriation of Fifty thousand dollars, but I fear we shall be unable to get an additional appropriation for high school instruction. Superintendent Joyner and I have recently considered this matter very carefully, and we are in doubt at present, whether it will be wise to ask for an additional appropriation. We had expected, until recently, and intended, to ask for an annual appropriation of One hundred thousand dollars. Unless we get something additional I do not see how our two years schools will be able to develop a full four year course.

The panic of last year has had considerable influence on the educational work in North Carolina. I think, however, that this would not have interfered seriously with the development of our high schools had it not been for the destructive floods mentioned above, which occurred in July and August. These floods have almost totally destroyed the crops of some of our most fertile lands, and of course this has left our farmers in rather strained financial condition. Under such circumstances our Legislators will doubtless be rather opposed to any increased appropriation for our State institutions. This is the situation as we see it at present. It may be that

conditions will improve by the time our Legislature meets in January so that we can secure a little increase to our annual appropriation. If we think it wise later on to ask for this increase, of course we shall do so. But unless conditions improve, we are doubtful of the wisdom of such a course.

Very truly yours,

A. W. Wheeler

Professor of Secondary Education.

H-6-9-a

Statement

Showing Progress in the Development

of

PUBLIC HIGH SCHOOLS

in the

State of North Carolina

for the Calendar Year 1908

(Actually for the School
(Year ending June 30th, 1909)

New Public High Schools

Established in the State of North Carolina

During the Calendar Year 1908

Location	Yrs in Course	No of Teachers	Enrollment 1st yr	2nd yr	3rd yr	4th yr
Sylvan	2	1	26	0		
Stony Point	2	1	19	0		
Murphy	3	2	28	20	8	
Vanceboro	2	1	2	5		
Tarboro	4	3	20	28	29	23
Whitakers	2	1	15	0		
Sunbury	2	1	22	2		
Creedmoor	2	2	36	0		
Monticello	2	1	32	2		
Winton	2	1	7	11		
Pollocksville	3	1	13	15	9	
Sewern	2	1	7	5		
Chapel Hill	3	2	18	10	9	
Columbus	2	1	18	1		
Trinity	3	1	19	6	3	
Liberty	3	1	13	1	4	
Newton Grove	2	1	12	1		
Elkin	3	2	31	14	5	
Rosman	2	1	7	0		
Unionville	2	2	20	10		
Pikeville	2	1	34	4		
Ronda	2	1	25	1		

Tarboro City High School is included here among the new high schools for the reason that it was opened this year to all students of high school grade in the county.

Private Academies

Taken over by the State of North Carolina

During the Calendar Year 1908

Location	Yrs in Course	No of Teachers	Enrollment			
			1st yr	2nd yr	3rd yr	4th yr
Sylvan	2	1	26	0		
Winton	2	1	7	11		
Unionville	2	2	20	10		
Columbus	2	1	18	1		
Trinity	3	2	19	6	3	

Public High Schools

which lengthened their course of study and
which increased their teaching force

in the State of North Carolina

During the Calendar Year 1908

Location	No of Teachers	No of Teachers Added	No of Yrs in Course	No of Years Added	Enrollment 3rd Yr	Enrollment 4th Yr
Friendship	1	1	2	1	3	
Fairview	1	1	2	1	4	
Chadbourn	1	1	2	1	2	
Whiteville	2	0	2	1	11	
Teacheys	1	0	2	1	5	
East Durham	2	1	2	1	10	
Belmont	2	0	2	1	10	
Ahoskie	1	1	2	1	6	
Biscoe	2	0	2	1	3	
Rich Square	1	1	2	1	3	
Bethel Hill	2	0	2	1	2	
Mt. Ulla	1	1	2	1	7	
Pilot Mountain	1	1	2	1	7	
Holly Springs	3	0	2	1	16	
Roper	1	1	2	1	1	
Charlotte	7	2	3	1	41	12
Albemarle	3	0	2	1	10	
Bessemer City	2	1	2	1	4	
Brevard	1	1	2	1	1	
Canton	3	1	3	1	9	3
Edenton	2	1	2	1	3	
Fremont	1	0	2	1	3	
Goldsboro	6	1	3	1	32	35
Lexington	3	0	2	1	6	
Lincolnton	4	1	3	1	13	8
Morganton	4	0	3	1	14	10
Mt. Airy	2	0	3	1	12	5
Waynesville	4	0	3	1	29	29
Wilson	3	1	2	1	10	
Weldon	3	0	2	1	3	

The following schools added other high school teachers but did not lengthen their course:

Hawfields	1	1	Bryson City	1	1
Turkey Knob	1	1	Wise	1	1
Morven	1	1	Asheboro	1	1
Startown	1	1	Burlington	4	1
Dover	1	1	Greensboro	8	2
Godwin	1	1	Kinston	3	1
Kernersville	1	1	New Bern	4	2
Hendersonville	2	1	Raleigh	6	1
Rowland	1	1	Roxboro	3	1
			Wilmington	6	3

Public High School Buildings
Erected in the State of North Carolina
During the Calendar Year 1908

Location	Cost of Building	Where buildings are used for high school purposes only indicate by check
Creedmoor	9,000	
Wilkesboro	7,000	
Lilesville	5,000	
Murphy	4,000	
Dover	4,000	
Walkertown	4,500	
Severn	4,500	
Liberty	7,500	
Biscoe	5,300	
Stony Point	2,100	
Higdonville	1,500	
Stem	3,500	
Kernersville	9,000	
Matthews	4,000	
Lucama	12,000	
	82,900	

Amount Raised for the Construction of

Public High School Buildings

in the State of North Carolina

During the Calendar Year 1908.

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a) By Taxation . . . . . .$

b) By Bonds. . . . . $

c) By By Private Subscritptions . $

The amounts raised from the sever al sources cannot be given separately. See Cost of buildings erected for this year.

Increase of Funds for the Annual Support
of Public High Schools in the State of
North Carolina
for the Calendar Year 1908

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a) From the County $6,960.15

b) From the State. $4,584.99

c) From Other Sources

1) From Local Tax $7,081.41

2) From Private Donations . . . . $3,860.28 Decrease.

The decrease in private donations was due to the increase from local tax and county funds.

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Report of the Professor of Secondary Education for January and February, 1909.

During the period covered by this report I have visited the following schools: Sunbury Public High School, Goldsboro Public Schools, Wilson Graded Schools, Atlantic Christian College (Wilson), Wakelon Public High School, Washington Graded Schools, Elizabeth City Graded Schools, Reynoldson Public School, and have delivered educational addresses before the State Association of City Superintendents and Principals, the teachers of the Elizabeth City Graded Schools, and the Gates County Teachers' Association; I have also made a number of talks to students of the schools visited.

I have not been in the field as much as I should have been for two reasons: (1) insufficient funds for traveling expenses, and (2) an unusual amount of office work. In addition to keeping up my correspondence, which continues to increase, I have made the preliminary arrangements for the University Summer School for Teachers to be held at the University, June 7 to July 17, and have prepared and got out two University bulletins, a High School Bulletin, containing suggestions to teachers and a list of the University's Accredited Schools, and a Summer School Bulletin, announcing the courses and giving general information about the school. Copies of these publications will be sent forward in course of the next few days. As our legislature has been in session since early in January I have spent some little time in Raleigh looking after certain local educational bills and frequently in conference with State Superintendent Joyner concerning some of these bills and other new school legislation.

Sunbury High School. At the request of Superintendent Joyner I visited this school on January 11th for the purpose of investigating and reporting on a difficulty that had arisen out of a conflict of authority between the principal of the high school and the principal of the local public elementary school. Of course, it is not necessary to give here the details; a complete account of the affair was given in my report to Superintendent Joyner which embodied the results of my investigation together with my ruling in the case. This school was organized as a public high school last fall. It started off nicely, and gave promise of developing into a school of real usefulness. At the time of my visit the difficulty referred to above had passed beyond a school wrangle and had become a matter of neighborhood dissension. Of course the school was suffering because of it and had to be closed a few weeks after.

Meeting of City Superintendents. January 29 and 30 I attended the meeting of the State Association of City Superintendents, then in session in Raleigh, and delivered an address before that body. Most of the subjects discussed at this meeting were problems relating to the high schools. Until just a few years ago the attention of our superintendents was centered on the elementary grades, but little attention being paid to the grammar school, and practically none to the high school except in a very few cases. The situation has now changed to a considerable extent, and attention is now being drawn sharply to the high school. Of course, all our larger towns have had some sort of high school instruction, but as a general thing the work has been carried on in a hap-hazard sort of way without any definite system, correlation, or plan. Signs are now manifest that lead us to hope for large developments within the next few years.

Conference with Messrs. Flexner and Colwell. February 8th I had a conference at Chapel Hill with Mr. Abraham Flexner of the Carnegie Foundation and Dr. N. P. Colwell of the American Medical Association who were passing through the South, making a special study of professional schools, their admission requirements, etc. Our conference related especially to standards of secondary education in North Carolina.

Goldsboro Public Schools. January 10th I spent the day in the Goldsboro schools with Superintendent Woltz. Goldsboro has this year increased its high school course so that it now covers four years. Superintendent Woltz is now working to secure for the high school a separate building, but sees no hope of getting it in the near future. There are at present six hundred children of school age in the Goldsboro district that cannot be provided for in the schools if they desired to attend school. Something must be done at once to relieve this situation. To make proper provision it would be necessary to vote an additional tax, and the town will not do that at this time.

Wilson Graded Schools. The schools of Wilson have been revolutionized within the past two years, since Superintendent C. L. Coon took charge of them. The high school was this year increased to three years and next year it will be lengthened to four years. Superintendent Coon is trying to introduce industrial training and has succeeded in doing so in his negro school, but has no room for it in his white schools. Excellent work is done in his negro school in cooking, sewing, etc. He hopes to provide for good courses for the white schools next year. The high school work here is developing very nicely, and within two or three years it will be up to a very respectable standard.

Atlantic Christian College. While in Wilson I took ~~xxx~~ occasion to visit Atlantic Christian College, an institution supported by the Christian Church. This institution is really a high school with two years of college work (or about that amount) attached

Wakelon High School. This is one of the public high schools of Wake County established a year ago. Principal R. C. Holton has been in charge only this year, but he is getting his work well in hand and is building up a good school. At present the school is handicapped for want of an adequate building, but a good $1000 building is now in course of construction and will be ready for occupancy at the end of this session. The new building is just half-way between Wakefield and Zebulon, two little country towns about a mile and a half apart, in the eastern part of Wake County. Here is a good lesson practical co-operation which many other small places would do well to heed.

Washington Graded Schools. I spent a day, February 23, in the schools of Washington with Superintendent Newbold, and made a number of suggestions relative to courses of study, methods, etc., which he expects to adopt. The high school department of these schools has not been developed beyond the second year. I discussed the advisability of adding another year at once with a number of the prominent citizens of the town, among them a member or two of the school board, the secretary of the chamber of commerce, and others and they all agreed that it ought to be added. I believe Superintendent Newbold can get it next year.

Elizabeth City Graded Schools. From Washington I went to Elizabeth City, at the request of Superintendent Sheep, and spent a day in his schools. Elizabeth City established graded schools only two years ago; that is, this is the second year the schools

have been in operation. I examined into the work of these schools very carefully, and found that it is well planned and well conducted. Of course, there are many little irregularities which will be adjusted as the schools develop a little more. The high school course covers four years. An excellent new building for the high school and grammar grades is now in process of construction. It will be ready for use by the close of this session. I advised with Superintendent Sheep about a number of methods pertaining to his work. I also discussed some of the needs of the schools with members of the school board and other leading citizens of the town. The work as a whole is going on about as well as could be expected at this state of development.

Reynoldson. From Elizabeth City I went to Reynoldson, in Gates County on February 26 and addressed the County Teachers' Association and the public. Reynoldson is a rural community in the northern part of the county. The people of the community are very anxious to establish a public high school. They already have a good building, formerly occupied by a denominational school. They have a local tax for the support of their school, and are now agitating the question of voting an additional tax to purchase 90 acres of land to be used in connection with the school for agricultural purposes and to erect a dormitory. I believe they are going to do something at this point.

The Legislature. The legislature now drawing to a close has passed some important school legislation and has still several other educational Bills to pass upon. I will give some account of these new laws, appropriations, etc., in my next report.

Very truly yours,

N. W. Walker

Professor of Secondary Education.

DEPARTMENT OF EDUCATION

N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

M. C. S. NOBLE
PROFESSOR OF PEDAGOGY

The University of North Carolina,
Chapel Hill, N. C.

Report of the Professor of Secondary for March, April, & May, 1909.

During the period covered by this report my time has in the main been spent in the field inspecting schools and making educational addresses. The counties and schools visited are as follows:

	March	
Alamance	Friendship	High School
	Sylvan	" "
Randolph	Liberty	" "
Chatham	Siler City	" "
Lee	Jonesboro	" "
Richmond	Hoffman	" "
	Roberdell	" "
	Rockingham	Graded School
Moore	Southern Pines	High School
Edgecombe	Battleboro	Public School
	Whitakers	High School
Halifax	Enfield	" "
	Weldon	Graded School
Northampton	Seaboard	High School
	Severn	" "
	Rich Square	High School
Bertie	Aulander	" "
Hertford	Ahoskie	" "
	Winton	" "
	Union	Public School
	April	
Robeson	Rowland	High School
	Philadelphus	High School
	Lumber Bridge	" "

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Columbus	Whiteville High School
	Chadbourn " "
Bladen	Abbottsburg " "
	Bladenboro " "
	Clarkton Public School
Cumberland	Hope Mills High School

(11-17 Conference for Ed. in the So. See below)

Davie	Farmington High School
Yadkin	Courtney " "
Forsyth	Winston City High School
Guilford	High Point Graded Schools
	High Point Colored Industrial School
Wilkes	Wilkesboro High School
	Ronda " "

May

Guilford	State Normal College. Address students
Surry	Rockford High School
Yadkin	Boonville " "
Durham	East Durham High School
Wilson	Lucama High School

During this time I have delivered educational addresses at Snow Camp, Ahoskie, Farmington, Wilkesboro, State Normal College, Rockford, Boonville, East Durham, and Lucama. It was not possible to reach many of the schools in May as most of them were closing from the 10th to the 20th.

Conference for Education in the South

April 12-17 I was in Atlanta, Georgia, attending a Conference on Secondary Education, called by the General Education Board and the Carnegie Foundation for the Advancement of Teaching, for two days(April 12-14), and later, the

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Conference for Education in the South.

At the Private Conference on Secondary Education the entire high school situation in the South was discussed, reports made by the professors of Secondary Education on the progress in the several states, and many helpful suggestions offered. The meeting was indeed a most beneficial one. I give below a set of resolutions adopted by the Conference which embody the main points discussed and the conclusions reached:

Conference on Secondary Education

"No matter in education is of more moment to-day than the articulation of secondary schools and the college. For this reason unusual significance attaches to a conference held on Monday, Tuesday, and Wednesday, April 12 to 14 at Atlanta, in connection with Conference for Education in the South, between certain representatives of higher education and those who are studying the conditions of secondary schools. The conference was called by Dr. Wallace Buttrick, secretary of the General Education Board, and President Henry S. Pritchett of the Carnegie Foundation. There were present at it, in addition to these gentlemen,

Dr. E. C. Sage of the General Education Board

Mr. Abraham Flexner and Mr. John G. Bowman of the staff of the Carnegie Foundation,

and the following Professors of Secondary Education in the Southern States:

Prof. Bruce. R. Payne of the University of Virginia

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Prof. N. W. Walker of the University of North Carolina

Prof. W. H. Hand of the University of South Carolina

Prof. Joseph S. Stewart of the University of Georgia

Prof. G. M. Lynch of the University of Florida

Prof. P. P. Claxton of the Univ. of Tennessee

Prof. J. J. Doster of the University of Alabama

Prof. B. W. Torreyson Professor of Secondary Education in the State Department of Education, Arkansas

Prof. S. E. Weber, State Inspector of High Schools of Louisiana.

"The general conclusions of the conference are expressed in the following resolutions adopted at the final meeting on Wednesday.

1. It is most necessary to impress upon the public the fact that the elementary school, the high school, the college and the university, whether supported by taxation or in other ways, are parts of one system of ~~one system~~ of public instruction, not unrelated and independent schools. A state can secure educational efficiency only when these different parts of its educational system articulate and cooperate.

2. To secure such cooperation and coordination some effective form of organization and supervision must be adopted by each state.

3. This form of organization would include expert superintendence over public instruction both in state and county.

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4. Such officers should be chosen from the best educational experts and their places should be made equal in dignity, responsibility, remuneration and freedom from political interference to those of the best paid officers in colleges and universities.

5. Such supervision of education should work in effective cooperation with the institutions of higher learning. All colleges or universities, whether upon public or private foundation, are public institutions, and owe it to themselves and to the cause of education to take an intelligent and sympathetic interest in the up-building of secondary and elementary schools; not simply as feeders to themselves but as factors in the economic and social advancement of the state.

6. In virtue of their duties as public institutions all colleges, whether connected with the state or with a denomination or not, ought to give free access to their records and full information to the public concerning all details of their financial and academic administration. The honest college has everything to gain and nothing to lose by taking the public into its confidence.

7. While the elevation of standards in the colleges and professional schools is greatly needed, the honest enforcement of the standards already adopted will go far towards the proper differentiation between the functions of the college and the high schools, and would tend toward

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their articulation rather than the overlapping now so common.
8. More generous provision for the training of teachers is a pressing need in the educational system of many states. It will require the most effective work on the part of normal schools and the departments of education of the universities to meet the extraordinary demand for teachers during the next two decades. Such work should, however, be undertaken only by institutions with adequate resources in income, equipment and ~~XXXXX~~ teachers."

The year now closing has been a very successful one for the public high schools in this State. Everything points to continued progress. The Legislature of 1909 increased the annual appropriation for Public High Schools $5000, making a total annual appropriation now of $50,000. State Superintendent Joyner did not think it wise to ask for more at this time, but served notice that two years hence he would ask and urge that the annual appropriation be made $100,000.

Very truly yours,

N. W. Walker

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GENERAL EDUCATION BOARD

Report of the Professor of Secondary Education for June, July, & August, 1909.

The period covered by this report has been a very busy time for me. My activities have covered the following phases of work:

1. Director of the University Summer School for Teachers, June 7th--July 17th.

2. Conducted a Teachers' Institute at Goldsboro for the teachers of Wayne County, August 2d--13th.

3. Engaged in the work of the State Board of Examiners for fifteen days, at odd times from June 1st to August 31st.

4. Administrative work relating to the Public High Schools, getting in Principals' reports, attending to the apportionments for the year 1909-10, looking after the applications for new High Schools, etc., etc.

5. Revising my Hand-Book for High School Teachers, and preparing my annual report of the Public High Schools. (I have had but little time, however, to give to these matters and shall have to finish both early this fall.)

We have had many applications for new High Schools, and the increased High School appropriation made by the Legislature of 1909 has enabled us to establish several new schools in counties not High Schools. The complete list of schools with the apportionments for 1909-'10 is as follows:

County	High School	Apportionment
Alamance	Friendship	250
	Hawfields	250
	Sylvan	250
Alexander	Stonypoint	250
	Taylorsville	250

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Alleghany	Turkey Knob	250
Anson	Morven	500
	Lilesville	250
Ashe	Helton	500
Beaufort	Pantego	350
Bertie	Aulander	250
	Mars Hill	250
Bladen	Abbottsburg	250
	Bladenboro	250
Buncombe	Barnardsville	250
	Fairview	250
	Hominy Valley	250
Burke	Glen Alpine	300
Cabarrus	Rocky River	250
Caldwell	Granite Falls	250
Camden	South Mills	250
Carteret	Atlantic	500
Caswell	Providence	250
Catawba	St. James	250
	Startown	250
Chatham	Merry Oaks	250
	Pittsboro	250
	Siler City	250
Cherokee	Andrews	500
	Murphy	250
Clay	Hayesville	250
Cleveland	Fallston	250
	Lattimore	250
Columbus	Chadbourn	250
	Whiteville	250
Craven	Dover	300
	Vanceboro	250
Cumberland	Godwin	250

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Cumberland	Godwin	250
	Hope Mills	300
	Stedman	250
Currituck	Poplar Branch	250
Davidson	Churchland	250
	Reeds	250
Davie	Cooleemee	250
	Farmington	250
Duplin	Teacheys	250
	Warsaw	500
Durham	Bahama	250
	East Durham	500
Edgecombe	Macclesfield	250
	Tarboro	100
	Whitakers	250
Forsyth	Bethania	250
	Kernersville	250
	Lewisville	250
	Walkertown	250
Franklin	Bunn	300
	Franklinton	100
	Louisburg	100
Gaston	Belmont	375
	Dallas	250
	Stanley	250
Gates	Reynoldson	250
	Sunbury	250
Graham	Andrews (Cherokee)	250
Granville	Creedmore	250
	Knap of Reeds	250
	Stem	250
Green	Snow Hill	300
Guilford	Jamestown	500
	Monticello	250
	Pleasant Garden	375

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Halifax	Aurelian Springs	250
	Enfield	250
*		
Haywood	Rock Hill	250
	Rocky Springs	250
Henderson	Hendersonville	250
Hertford	Ahoskie	400
	Winton	250
Hyde	Sladesville	250
	Swan Quarter	250
Iredell	Harmony	300
	Scotts	300
Jackson	Webster	250
Johnston	Benson	350
	Kenly	250
	Wilson's Mills	250
Jones	Pollocksville (125)	375
Lee	Jonesboro	250
Lenoir	LaGrange	300
Lincoln	Crouse	250
	Denver	250
Macon	Cowee	250
	Higdonville	250
	Iotla	250
Madison	Madison Seminary	250
	Spring Creek	250
Martin	Robersonville	250
	Williamston	250
McDowell	Nebo	500
Mecklenburg	Huntersville	500
	Matthews	500
Mitchell	Spruce Pine	500
Montgomery	Biscoe	500
*Harnett	Angier	250
	Lillington	250

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Moore	Carthage	100
	Southern Pines	250
Nash	Mount Pleasant	250
	Red Oak	250
Northampton	Rich Square	350
	Seaboard	250
	Severn	250
Onslow	Richlands	400
Orange	Chapel Hill	250
	Hillsboro	250
Pamlico	Oriental	500
Pender	Atkinson	250
	Burgaw	250
Person	Bethel Hill	250
	Bushy Fork	250
Pitt	Bethel	375
	Farmville	375
Polk	Columbus	250
Randolph	Farmer	250
	Liberty	250
	Trinity	500
Richmond	Hoffman	250
	Roberdell	450
Robeson	Lumber Bridge	250
	Orrum	250
	Philadelphus	250
	Rowland	250
Rockingham	Ruffin	250
	Stoneville	250
	Madison	250
Rowan	Granite Quarry	250
	Mt. Ulla	250
	Woodleaf	250
Rutherford	Henrietta	250

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Sampson	Clinton	500
	Newton Grove	250
Scotland	Gibson	500
Stokes	King	250
	Pinnacle	250
	Walnut Cove	250
Surry	Dobson	250
	Elkin	175
	Pilot Mountain	350
	Rockford	100
Swain	Bryson City	500
	Whittier	250
Transylvania	Penrose	250
	Rosman	250
Union	Marshville	250
	Unionville	250
	Wesley Chapel	250
Vance	Beuna Vista	250
	Kittrell	250
Wake	Bayleaf	250
	Cary	500
	Holly Springs	350
	Wakelon	250
Warren	Macon	250
	Wise	250
Washington	Creswell	250
	Roper	250
Watauga	Cove Creek	250
Wayne	Falling Creek	250
	Pikeville	500
	Seven Springs	250
Wilkes	Ronda	250
	Wilkesboro	500
Wilson	Lucama	250
Yadkin	Boonville	250
	Courtney	300

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N. W. WALKER

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The University of North Carolina,
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This makes 175 Public High Schools in 89 Counties, leaving only 9 counties without High Schools. Those 9 counties having no High Schools are: Brunswick, Chowan, Dare, New Hanover, Pasquotank, Perquimans, Stanly, Tyrrell, and Yancey.

As the details of the work for the year 1908-'09 will be given in full in my second annual report soon to be published I do not deem it necessary to give here any summary of the work of the year as a whole. The progress was about all that we could reasonably wish for, I think. The attendance was largely increased over the preceding year, many new and handsome buildings were erected, the equipment largely increased, and greater interest awakened in the High School work. Everything points to a most successful year for 1909-'10.

Very truly yours,

N. W. Walker

NORTH CAROLINA

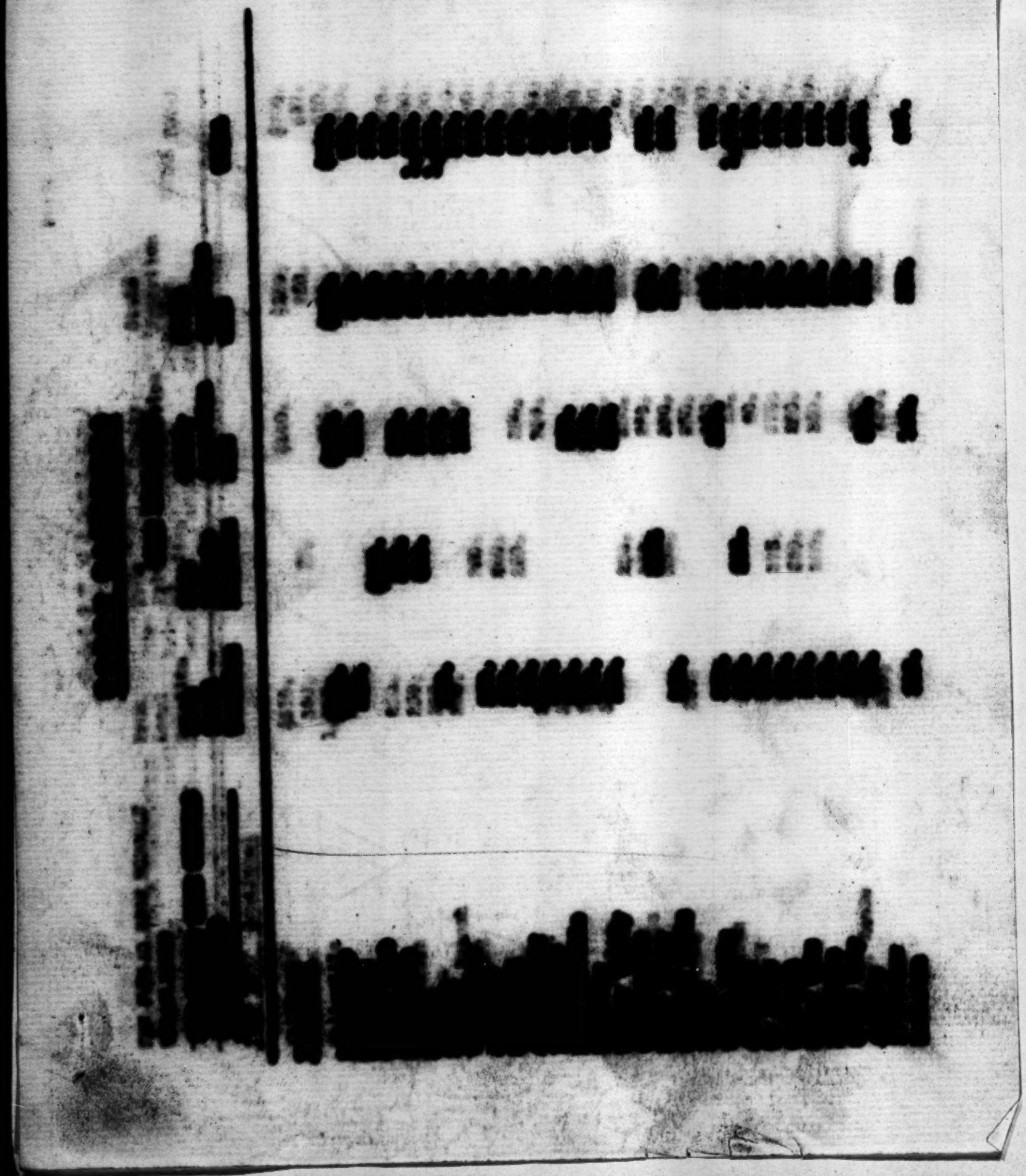
NEW PUBLIC HIGH SCHOOLS ESTABLISHED

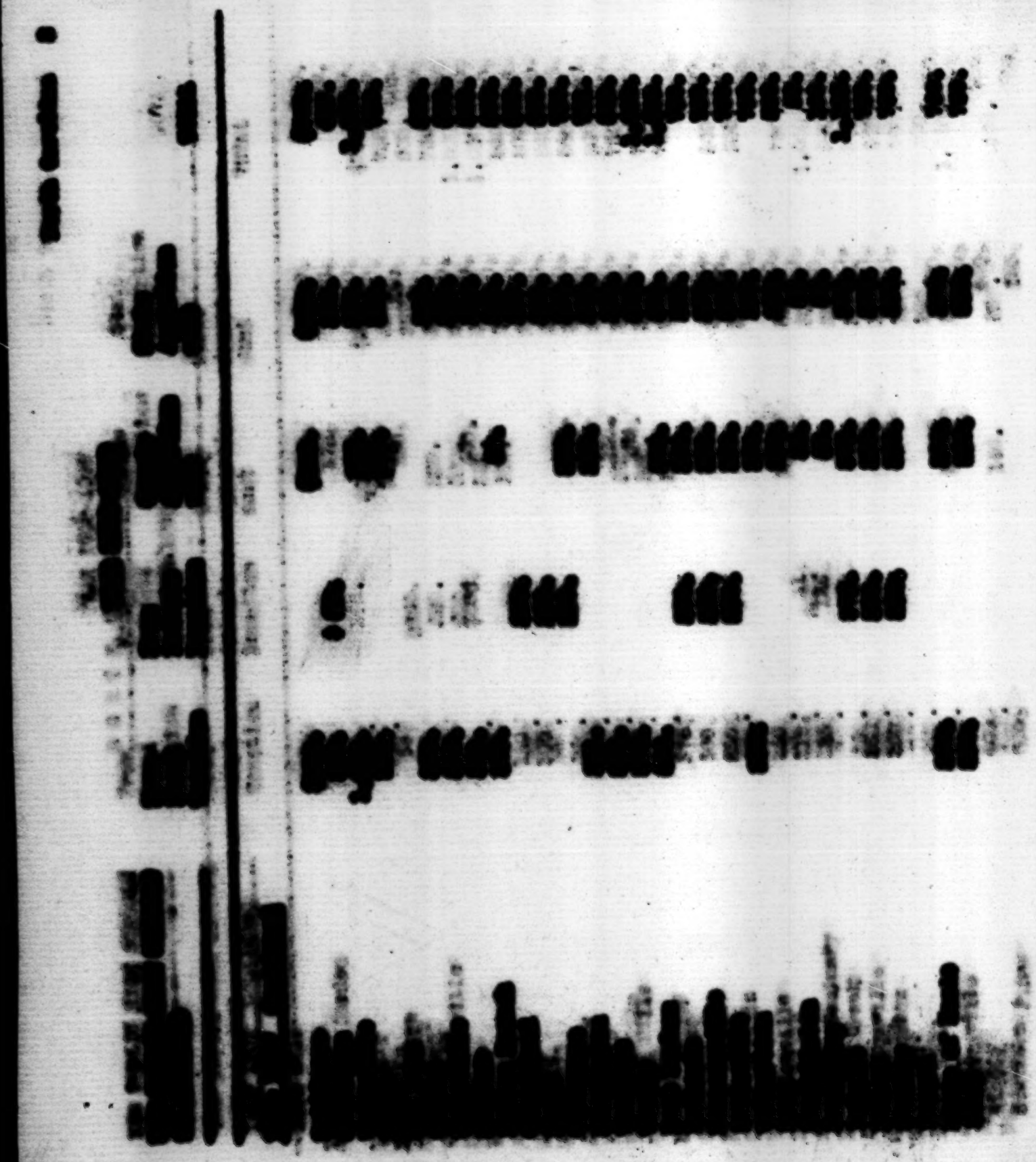
	Cost of New Building	State Apportionment	County Apportionment	From Local Taxation	From Private Donations	From Other Sources	Total Income
Established During 1907							
Friendship		$250.	$250.	$190.	$ 60.		$ 750.
Hawfields		250.	250.	250.		$ 12.50	762.50
Turkey Knob		250.			250.	65.	565.
Lilesville	$ 5,000.	250.	250.		250.	247.29	997.29
Norven	9,000.	500.	500.	500.		19.00	1,519.
Hilton		500.		220.	280.		1,000.
Pantego		500.	500.	500.			1,500.
Aulander		250.		250.			500.
Mars Hill		250.		250.		52.67	552.67
Abbottsburg		250.		250.		204.76	704.78
Blandenboro		250.		250.			500.
Barnardsville		250.	250.	250.		411.34	1,161.34
Fairview		250.	250.	250.		214.89	964.89
Hominy Valley		250.	250.	250.		164.91	914.91
Rocky River	4,500.	250.		250.		103.	603.
Granite Falls	3,000.	250.		345.			595.
South Mills		250.	250.	250.		75.	825.
Atlantic		500.		250.	250.		1,000.
St James		250.		250.		47.02	547.02
Startown		250.		250.		76.06	576.06
Merry Oaks		250.		250.			500.
Pittsboro		250.		250.			500.
Siler City		250.			250.		500.
Andrews	5,000.	500.	500.	1,000.		70.30	2,070.30
Fallston		250.	250.	131.			631.
Chadbourne	14,000.	250.		575.			825.
Whiteville		500.	1,400.				1,900.
Dover	4,000.	500.	500.	500.			1,500.
Godwin		250.		250.			500.
Hope Mills		300.		330.			630.
Stedman		250.		250.			500.
Poplar Branch		250.	250.			286.45	786.45
Churchland		250.	250.		250.		750.
Reeds		250.			250.		500.
Cooleemee	4,500.	250.			250.		500.
Farmington		250.		250.		234.31	734.31
Teacheys		250.		537.50			787.50
Warsaw		500.		500.			1,000.
East Durham	8,000.	500.	500.	500.		335.92	1,835.92
Macclesfield		250.	250.	250.		52.55	802.55
Bethania		250.	250.	250.		29.50	779.50
Kernersville	9,000.	250.	250.	250.		378.70	1,128.70
Lewisville		250.	250.	250.		153.25	903.25
Walkertown	4,500.	250.	250.	250.		181.91	931.91
Baun		300.	300.			141.	741.
Franklinton	13,000.	100.	100.			249.62	449.62
Louisburg	13,000.	100.	100.			102.	302.
Belmont		375.	375.	375.		117.63	1,242.63
Dallas		250.	250.	250.			750.
Stanley		250.	250.	250.		107.09	857.09
Knapp of Reeds		250.	250.	250.			750.
Stem	3,500.	250.	250.	250.			750.
Jamestown	3,500.	500.	500.	500.		477.33	1,977.33
Pleasant Garden	4,200.	375.	375.	375.		23.37	1,148.37
Aurelian Springs	800.	250.	250.		250.		750.
Enfield		250.	250.	250.			750.
Angier		250.		453.01			703.01
Lillington		250.		376.70			626.70
Rock Hill		250.	250.	130.03	119.97	50.	800.
Rock Springs		250.	250.	208.30	41.70		750.
Forward	$108,500.	$16,550.	$10,400.	$15,246.54	$2,471.67	$4,884.37	

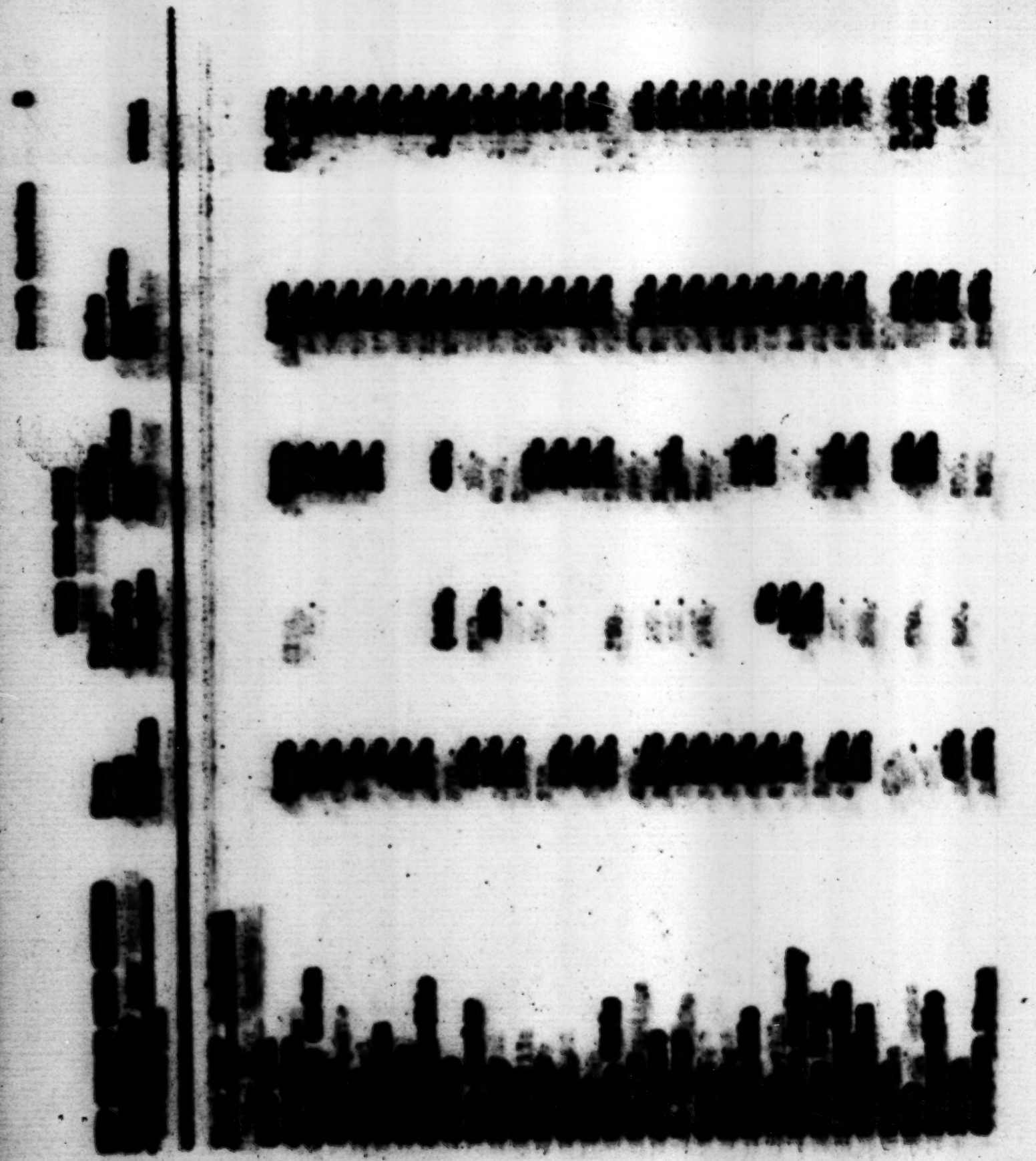
NORTH CAROLINA

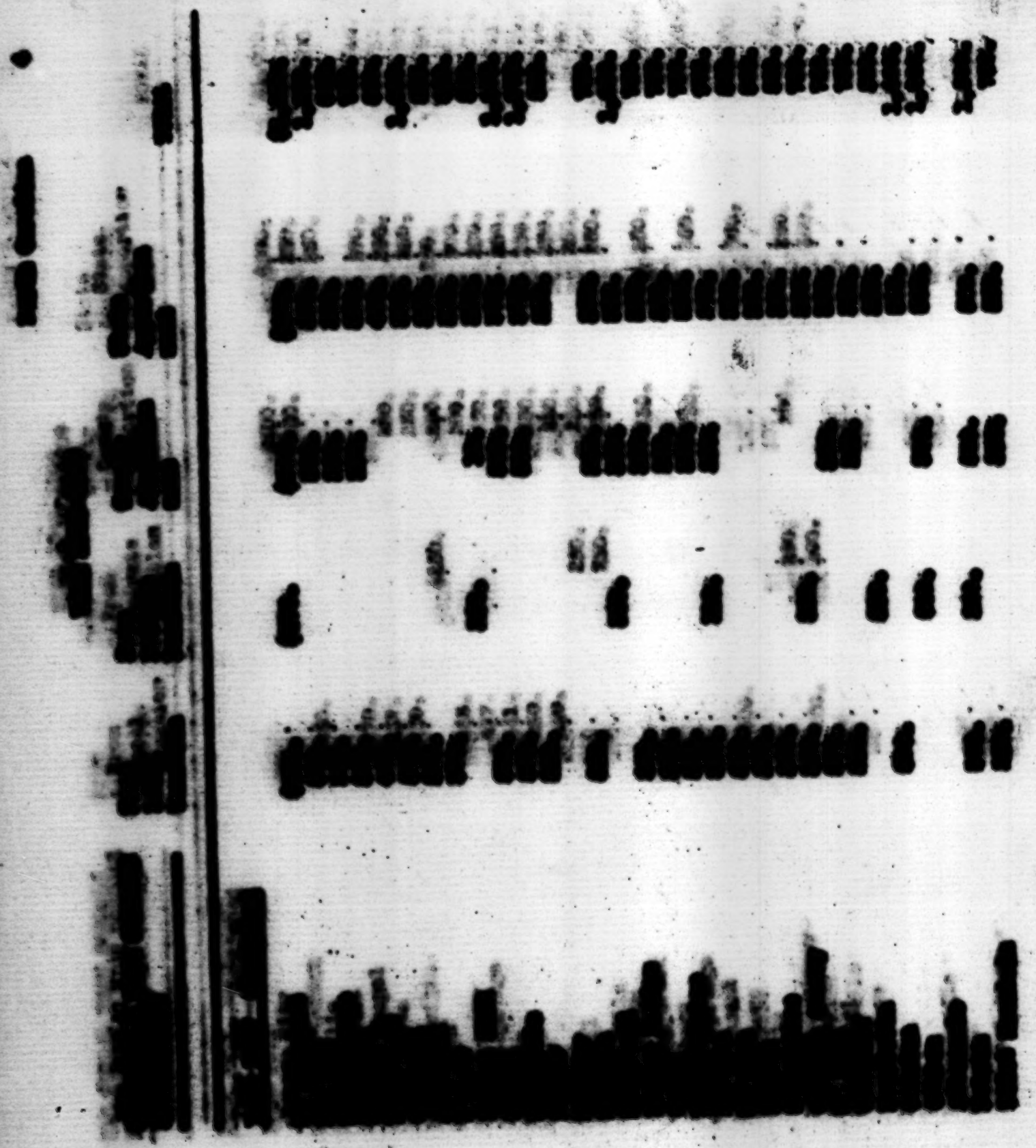
NEW PUBLIC HIGH SCHOOLS ESTABLISHED

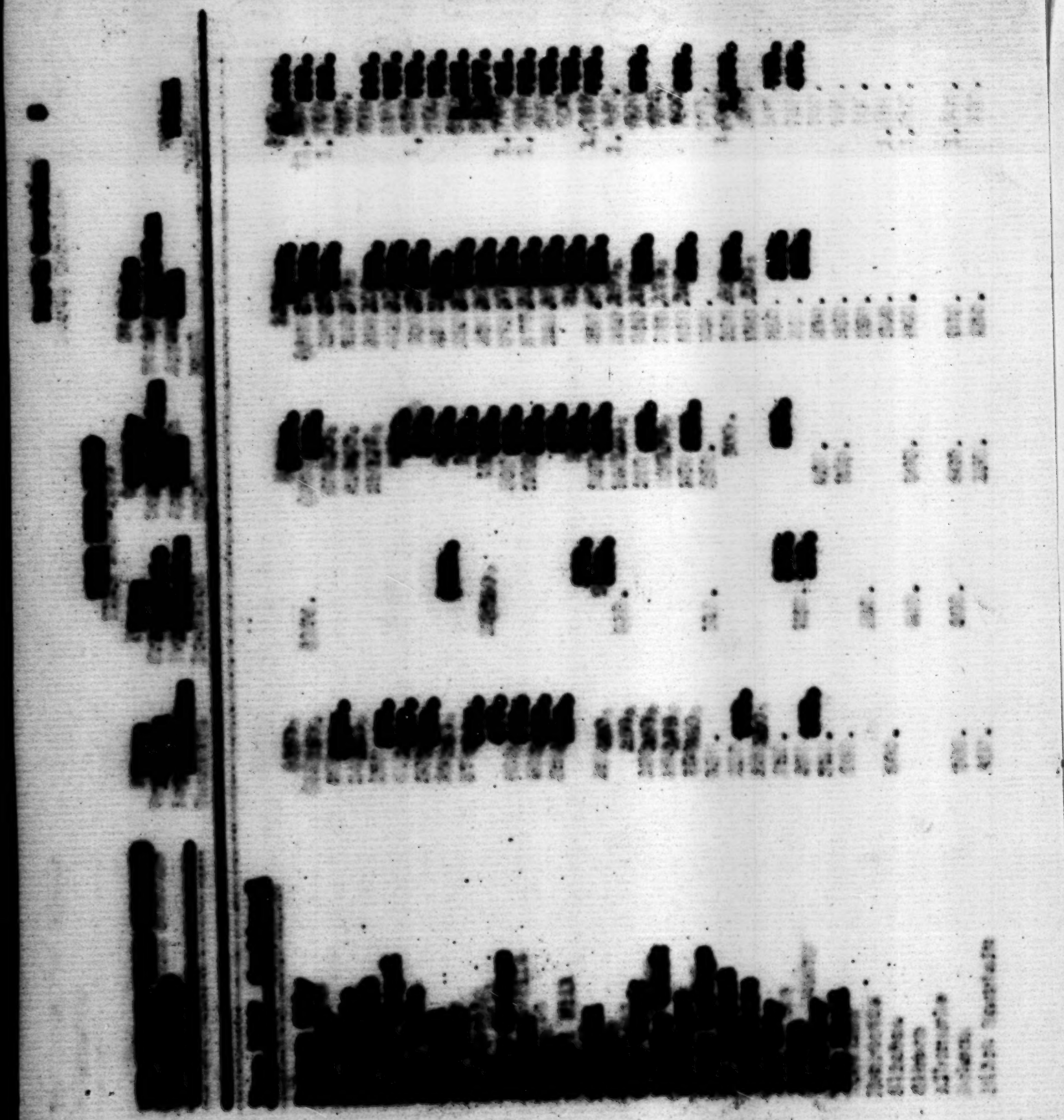
	Cost of New Building	State Apportionment	County Apportionment	From Local Taxation	From Private Donations	From Other Sources	Total Income
Established During 1907							
Friendship		$250.	$250.	$190.	$ 60.		$ 750.
Mayfields		250.	250.	250.		$ 12.50	762.50
Turkey Knob		250.			250.	65.	565.
Lilesville	$ 5,000.	250.	250.		250.	247.29	997.29
Norven	9,000.	500.	500.	500.		19.00	1,519.
Hilton		500.		220.	280.		1,000.
Pantego		500.	500.	500.			1,500.
Anlander		250.		250.			500.
Mars Hill		250.		250.		52.67	552.67
Abbottsburg		250.		250.		204.78	704.78
Blandenboro		250.		250.			500.
Barnardsville		250.	250.	250.		411.34	1,161.34
Fairview		250.	250.	250.		214.89	964.89
Hominy Valley		250.	250.	250.		164.91	914.91
Rocky River	4,500.	250.		250.		103.	603.
Granite Falls	3,000.	250.		345.			595.
South Mills		250.	250.	250.		75.	825.
Atlantic		500.		250.	250.		1,000.
St James		250.		250.		47.02	547.02
Startown		250.		250.		76.06	576.06
Merry Oaks		250.		250.			500.
Pittsboro		250.		250.			500.
Siler City		250.			250.		500.
Andrews	5,000.	500.	500.	1,000.		70.30	2,070.30
Fallston		250.	250.	131.			631.
Chadbourne	14,000.	250.		575.			825.
Whiteville		500.	1,400.				1,900.
Dover	4,000.	500.	500.	500.			1,500.
Godwin		250.		250.			500.
Hope Mills		300.		330.			630.
Stedman		250.		250.			500.
Poplar Branch		250.	250.			286.45	786.45
Churchland		250.	250.		250.		750.
Reeds		250.			250.		500.
Coolemee	4,500.	250.			250.		500.
Farmington		250.		250.		254.51	754.51
Tenneys		250.		537.50			787.50
Warsaw		500.		500.			1,000.
East Durham	8,000.	500.	500.	500.		335.92	1,835.92
[illegible]		250.	250.	250.		52.55	802.55
Bethania		250.	250.	250.		29.50	779.50
Kernersville	9,000.	250.	250.	250.		378.70	1,128.70
Lewisville		250.	250.	250.		153.25	903.25
Walkertown	4,500.	250.	250.	250.		181.91	931.91
Bayn		300.	300.			141.	741.
Franklinton	15,000.	100.	100.			249.62	449.62
Louisburg	15,000.	100.	100.			102.	302.
Belmont		375.	375.	375.		117.65	1,242.65
Dallas		250.	250.	250.			750.
Stanley		250.	250.	250.		107.09	[illegible]
Knapp of Reeds		250.	250.	250.			750.
Stem	3,500.	250.	250.	250.			750.
Jamestown	3,500.	500.	500.	500.		477.33	1,977.33
Pleasant Garden	4,500.	375.	375.	375.		23.37	1,148.37
Aurelian Springs	500.	250.	250.		250.		750.
Enfield		250.	250.	250.			750.
Angier		250.		453.01			703.01
Lillington		250.		376.70			626.70
Rock Hill		250.	250.	130.03	119.97	50.	800.
Rock Springs		250.	250.	208.30	41.70		750.
Forward	$108,500.	$16,500.	$10,400.	$15,346.54	$2,471.67	$4,81[illegible]	

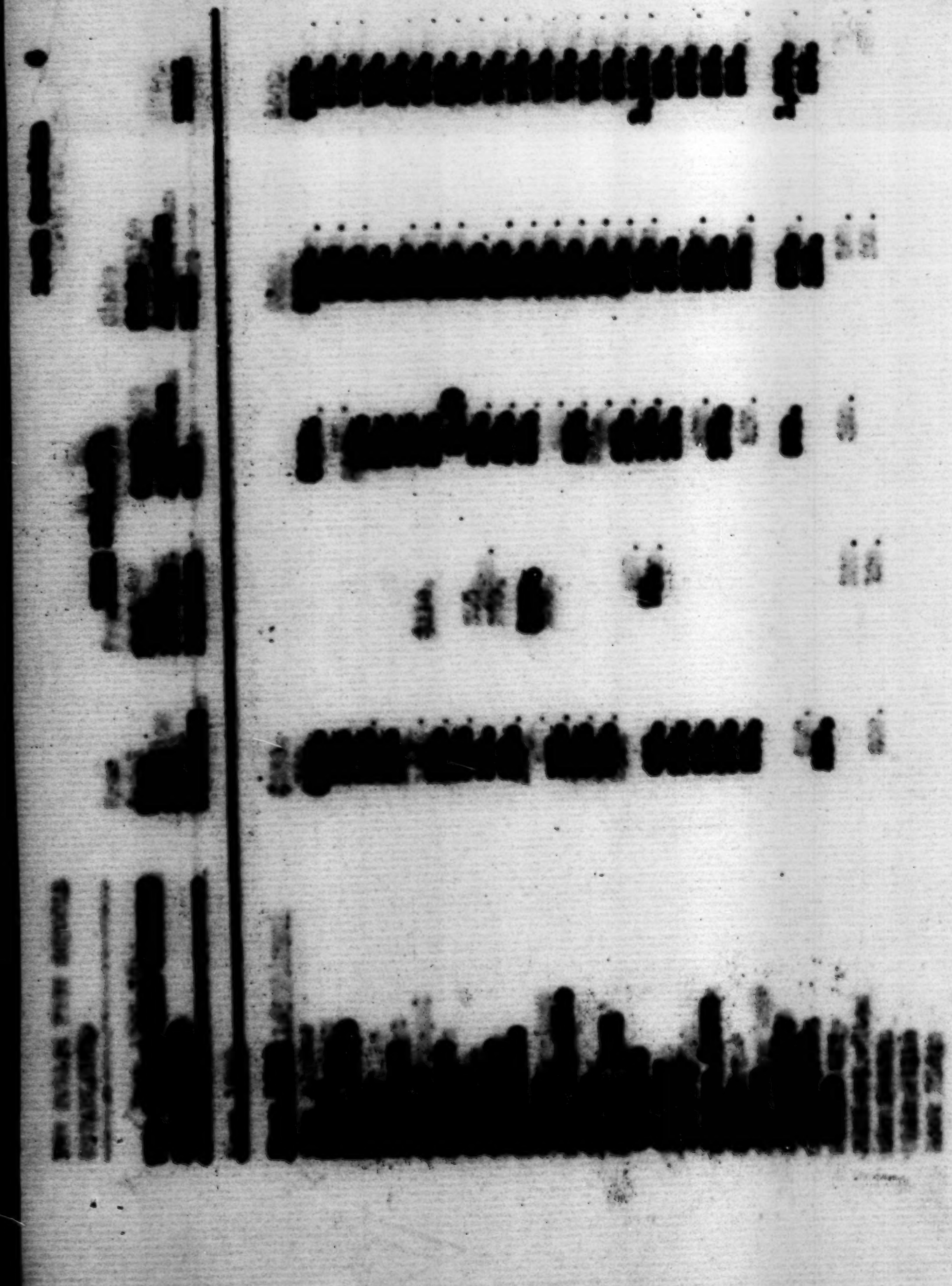












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Statement

Showing Progress in the Development

of

PUBLIC HIGH SCHOOLS

in the

State of North Carolina

for the Calendar Year 1909

(Actually for the School
(Year ending June 30th, 1910)

New Public High Schools

Established in the State of North Carolina

During the Calendar Year 1909

Location	Yrs in Course	No of Teachers	Complete enrollment cannot be given, as reports will not be in until close of current sch. yr.
Taylorsville	3	2	
Glen Alpine	2	1	
Providence	2	1	
Hayesville	2	1	
Bahama	2	1	
Reynoldson	2	1	
Cowee	2	1	
Carthage	3	2	
Hillsboro	2	1	
Bushy Fork	2	1	
King	2	1	
Pinnacle	2	1	
Walnut Cove	2	1	
Rockford	2	1	
Boonville	3	2	

Private Academies

Taken over by the State of North Carolina

During the Calendar Year 1909

Location	Yrs in Course	No of Teachers	Enrollment 1st yr	2nd yr	3rd yr	4th yr
Reynoldson	2	1	14	8		
Taylorsville	3	2	34	14	2	
Rockford	2	1	17	0		
Boonville	3	2	29	6	1	

Public High Schools

which lengthened their course of study and
which increased their teaching force

in the State of North Carolina

During the Calendar Year 1909

Location	No of Teachers	No of Teachers Added	No of Yrs in Course	No of Years Added	Enrollment 3rd Yr	Enrollment 4th Yr
Lilesville	1	0	2	1	6	
Pantego	1	0	2	1	6	
Washington	4	0	2	2	12	9
Aulander	1	1	2	1	9	
Bladenboro	1	0	2	1	6	
Atlantic	2	0	2	1	9	
Pittsboro	1	1	2	1	4	
Andrews	2	1	2	1	2	
Edenton	3	1	3	1	16	5
Fallston	1	0	2	1	12	
Kings Mountain	1	1	2	1	9	
Shelby	3	1	3	1	20	16
Whiteville	2	1	3	1	8	6
New Bern	6	1	3	1	15	15
Hope Mills	1	1	2	1	11	
Lexington	3	0	3	1	19	9
East Durham	2	0	3	1	3	6
Bethania	1	0	2	1	5	
Pleasant Garden	1	1	2	1	7	
Weldon	3	0	3	1	5	2
Rock Hill	1	0	2	1	8	
Swan Quarter	1	0	2	1	9	
Mooresville	2	1	2	1	11	
Benson	1	1	2	1	8	
Selma	1	1	2	1	2	
Wilsons Mills	1	0	2	1	2	
LaGrange	2	0	2	1	7	
Denver	1	0	2	1	6	
Spring Maps Creek	1	0	2	1	12	
Nebo	2	0	3	1	4	2
Huntersville	2	0	3	1	19	21
Severn	1	1	2	1	4	
Richlands	2	2	2	1	5	
Chapel Hill	2	2	3	1	6	4
Roxboro	5	0	3	1	21	11
Farmville	2	0	2	1	6	
Greenville	3	0	2	1	6	
Asheboro	2	0	2	1	16	
Trinity	1	1	3	1	6	1
Hamlet	1	0	2	1	5	
Roberdel	1	1	3	1	4	2

Lumberton	1	1	2	1	3	
Philadelphus	1	0	2	1	3	
Madison	1	1	2	1	4	
Ruffin	1	0	2	1	7	
Gibson	2	0	2	2	2	24
Bona Vista	1	0	2	1	3	
Henderson	3	0	3	1	6	
Bay Leaf	1	0	2	1	5	
Fremont	1	2	3	1	15	9
Wilson	4	1	3	1	7	4

The following schools increased their teaching force but did not ~~xxxxxx~~ lengthen their course:

Lenoir	4	1	High Point	5	1
Teacheys	1	1	Enfield	2	1
Durham	13	3	Hendersonville	3	2
Rocky Mount	5	2	Kinston	4	2
Walkertown	1	1	Aberdeen	1	1
Winston	7	1	Raleigh	7	1

Many of the new high school teachers added were not put in for their whole time; some of them give half time to the high school and half to the elementary school.

The enrollment here given for the third and fourth years was taken from the preliminary reports sent in soon after the opening of the schools last fall and, of course, is not complete for the year. Complete reports for the year will not be in until June.

Public High School Buildings

Erected in the State of North Carolina

During the Calendar Year 1909

Location	Cost of Building	Where building is used for high school purposes only indicate by check
Wakelon	15,000	
East Durham	8,000	
Tarboro	20,000	X
Monticello	3,500	
Laurinburg	20,000	

66,500

Only these have ~~xxxx~~ been reported so far. List is ~~xxx~~ far from complete for the year. Reports will not be in until end of current school year. For this reason it is not possible to give rest of the information called for for the year 1909.

One item can be given:

Increase in State Appropriation for support of public high schools $5,000

NC 81a Professor of Secondary Education - Reports

BOX 107 FOLDER 964

GENERAL EDUCATION BOARD RECEIVED MAR 15 1911

Statement

Showing Progress in the Development

of

PUBLIC HIGH SCHOOLS

in the

State of North Carolina

For the Calendar Year 1910.

---------oOo---------

Special Report

on the

Development of Public High Schools in North Carolina

for the Year 1910

Made to the General Education Board March 14, 1911.
(Actually for the school year 1910-11)

There are many difficulties to be encountered in an attempt to make such a report as is called for in the following pages.

The information desired is for the calendar year, whereas our school year begins on July 1 and ends on June 30 of the succeeding calendar year; therefore, all reports made to the State Department of Public Instruction are made for the school year, and not for the calendar year. The information, then, is for the school year; that is to say, the figures given in this report are actually for the school year ending June 30, 1911. It is impossible to make the report complete at this time, since the final reports for the current year will not be in hand until June. The information here given has been gathered from the preliminary reports made at the opening of the school year and from the special reports made to the University by its accredited schools.

Under separate cover, I am sending a copy of my third annual report, for the year 1909-10, which will give complete statistics for our high schools for said year. The increase in high school funds given in this report is for our school year ending June 30, 1910.

It gives me pleasure to report that our General Assembly, which adjourned last week, increased the State appropriation for public high schools from $50,000 to $75,000 and, in addition to this, it provided for the establishment of ten farm life schools, which are to receive $2,500 each, annually, from the State treasury for running expenses, making a total annual appropriation of $25,000 for said farm life schools. This money will be available for the year 1911-12.

New Public High Schools
Established in the State of North Carolina
During the Calendar Year 1910
(Give statistics for the above year only)

Location	Years in Course	Number of Teachers	Enrollment. 1st Year	2nd Year	3rd Year	4th Year
BLADEN COUNTY						
White Oak	2	1	24	5		
CABARRUS						
Winecoff	2	1	14	1		
GREENE						
Hookerton*	2	1	15	5		
HYDE						
Sladesville	2	1	24			
ROWAN						
China Grove*	3	2	30	20	10	
RUTHERFORD						
Forest City*	2	1	20	10		
Rutherfordton	2	1	20	10		
STANLY						
New London	2	1	15	8		
UNION						
Unionville	3	2	14	6		
WILSON						
Rock Ridge	2	1	10	5		

*Removed from other points.

Private Academies

Taken over by the State of North Carolina

During the Calendar Year 1910

(Give statistics for above year only)

Location	Years in Course	Number of Teachers	Enrollment			
			1st Year	2nd Year	3rd Year	4th Year
White Oak	2	1	24	5		
Hookerton	2	1	15	5		
New London	2	1	15	8		
Unionville	3	2	14	6		

Public High Schools
which lengthened their course of study
and which increased their teaching force

in the State of North Carolina

During the Calendar Year 1910

(Give statistics for above year only)

Location	Number of Teachers	No. of Teachers added	No. of Years in Course	No. of Years Added	Enrollment 3rd yr.	Enrollment 4th yr.
Cary	3	1	4	--	8	27
Concord	4		3	1	37	18
Farmville	2	1	3		7	
Hickory	3	1	3	1	26	16
High Point	5		3	1	39	11
Hendersonville	4	1	3		18	
Holly Springs	2	1	3		8	
Morganton	3	1	3	1	18	18
Murphy	2	1	3	1	10	8
New Bern	7	1	4		16	11
Pleasant Garden	2		3	1	14	6
Raleigh	7	2	4		55	23
Rich Square	2		3	1	4	4
Roxboro	4		3	1	18	9
Sanford	3	1	4		8	8
Scotland Neck	3		3	1	15	7
Shelby	3	1	3	1	10	14
Warsaw	2		3	1	16	2
Washington	4	2	3-1/2	1/2	17	14
Wilmington	9	1	4		52	24
Winston	4	1	3		43	
Oxford	3		2	1	13	
Graham	3	1	3	1	9	8
N. Wilkesboro	3		3	1	29	9
Rockingham	3		2	1	18	

This list is by no means complete. It will be impossible to make it so until the final reports for the current year are all in.

Public High Schools
which lengthened their course of study
and which increased their teaching force

in the State of North Carolina

During the Calendar Year 1910

(Give statistics for above year only)

Location	Number of Teachers	No. of Teachers added	No. of Years in Course	No. of Years Added	Enrollment 3rd yr.	Enrollment 4th yr.
Cary	3	1	4	--	8	27
Concord	4		3	1	37	18
Farmville	2	1	3		7	
Hickory	3	1	3	1	26	16
High Point	5		3	1	39	11
Hendersonville	4	1	3		18	
Holly Springs	2	1	3		8	
Morganton	3	1	3	1	18	18
Murphy	2	1	3	1	10	8
New Bern	7	1	4		16	11
Pleasant Garden	2		3	1	14	6
Raleigh	7	2	4		55	23
Rich Square	2		3	1	4	4
Roxboro	4		3	1	18	9
Sanford	3	1	4		8	8
Scotland Neck	3		3	1	15	7
Shelby	3	1	3	1	10	14
Warsaw	2		3	1	16	2
Washington	4	2	3-1/2	1/2	17	14
Wilmington	9	1	4		52	24
Winston	4	1	3		43	
Oxford	3		2	1	13	
Graham	3	1	3	1	9	8
N. Wilkesboro	3		3	1	29	9
Rockingham	3		2	1	18	

This list is by no means complete. It will be impossible to make it so until the final reports for the current year are all in.

Public High School Buildings

Erected in the State of North Carolina

During the Calendar Year 1910

(Give statistics for above year only)

Location	Cost of Building	Where buildings are used for high school purposes only please indicate by check
King	$2,500	
Marshall	10,000	
Murphy *($4000)	30,000	
Oxford	20,000	
Rocky River	4,500	
Wilmington	30,000	X
	97,000	

Amount Raised for the Construction of
Public High School Buildings
In the State of North Carolina
During the Calendar Year 1910
(Give statistics for above year only)

---

a) By Taxation .....$

b) By Bonds.....$ } $97,000

c) By Private Subscriptions.....$

Increase of Funds for the Annual Support
of Public High Schools in the State of
North Carolina
For the Calendar year 1910
(Give statistics for the above year only)

---

a) From the County.....$3,591.48

b) From the State.....$3,655.01

c) From Other Sources:

1. Local Taxation.....$.....$5,894.97
2. Private Donations (Decrease).....758.04
3. Local Funds(Source not Stated)... ...735.91
4..... .....

RECEIVED
APR 23 1910
GENERAL EDUCATION BOARD

Our Next Step Forward in the Development of Our Public High Schools in North Carolina

---

In our efforts to build up a good system of country high schools our idea has been not to develop the high school from the college downward but from the elementary school upward. And so we have begun by placing the high school just as near to the people as we possibly could. Thus our public high school building is going ahead as a logical step forward in the development of our public school system.

Possibly we could have adopted some other plan that would have produced larger results for the first few years, but we are building for the future as well as for the present, and we believe we have succeeded in laying a strong and safe foundation. To erect the superstructure is the work of the next decade or two, and we are now getting ready for that task.

Our public high school law was enacted in 1907, and so this is only the third year it has been in operation. Up to this time we have established 170 rural public high schools which thid year have ah enrollment of 7000. We have for these schools an annual State appropriation of $50,000.

Our next step forward—and this step we are already planning to take—will be to develop at least one strong central high school in each county, which will perhaps be known as a Farm-life School. We shall ask our Legislature which meets in January next to give us an annual State appropriation of $100,000 for our high schools, the increase over what we now gwt to be used mainly for the development of

these central schools. State Superintendent Joyner served notice one year ago that an annual appropriation of $100,000 for public high schools would be asked for in 1911, and at present there seems to be no doubt that we shall get it.

We shall see to it that thesecentral schools are adequately equipped with proper buildings including dormitories, necessary farm lands, a principal's home, apparatus etc. In these central schools courses in agriculture, home economics, and the other practical arts will be found running parallel with the so-called traditional or college preparatory courses. We do not believe in the notion of segregating the students of agriculture absolutely from the students, for instance, of the classics. We see no valid reason why these two types of students should not be provided for in the same school.

Such, in brief, is our plan for the immediate future. At present we can see nothing in the way of its being put into operation in some of the counties one year hence.

RECEIVED
APR 23 1910
GENERAL EDUCATION BOARD

Special Report on the Development
of Public High Schools in North Carolina, 1905-1909
made to the General Education Board, April 21, 1910.

There are many difficulties to be encountered in an attempt to make such a report as is called for in the following pages which must be explained at the outset.

(1) The information desired is for the calendar year, whereas our school year begins on July 1st and ends on June 30th of the succeeding calendar year. Therefore, all reports made to the State Department of Public Instruction are for the school year and not for the calendar year. The information given, then, is for the school year. That is to say, the figures given for the year 1908 are actually for the school year ending June 30th, 1909.

(2) Prior to 1907-'08 high school development was confined to the towns and cities, and as these communities operate their schools under special charters from the Legislature and not under the general school law they did not then and do not now make to the State Department of Public Instruction reports which include all the information called for in this special report. To gather the necessary information upon which to base a complete and accurate report would require an extended investigation covering a much longer period of time than is now at my disposal for this purpose. Again, our independent town and city schools do not keep a separate account of high school funds and expenditures.

(3) Our high school law enacted in 1907 concerns only rural high schools. Our city and town high schools, as explained above, are independent schools. In this report, however, I have endeavored to give the facts for both city and rural high schools.

An Account of the Establishment of the Wakelon Public High School, Wake County, North Carolina

---

When our public high school law was passed in 1907, there was much rivalry in some parts of the State among the communities applying for the new high schools. In some instances rivalry was intense and feeling excited.

In the north-east part of Wake County three communities were applying for the public high school which the County Board of Education had decided to locate in that section,- Wendell, Wakefield, and Zebulon. Wakefiled and Zebulon, are only one and one-half miles apart. Rivalry between them became so intense that it was evident Wendell would get the school if these two communities should keep up their fight. Whereupon they ceased their wrangling, joined hands, voted a special tax and bond issue, and asked the County Board to locate the high school half-way between them. Innthe meantime a public-spirited citizen, Dr. Bell, offered to donate ten acres of good land for a location if the County Board would accept it as a site for the high school. It may be needless to add that the proposition was accepted by the County Board.

Today the Wakelon High School (taking its name from the two little villages) is housed in an excellent $15,000 brick building. There are six teachers in the school now and others are needed. The high school course covers three years and a fourth year will be added next year if possible.

This is the school which Dr. Sage visited on March 28, 1910.

NORTH CAROLINA

PUBLIC HIGH SCHOOL BUILDINGS ERECTED

1906	Hartford	$ 17,500	
	Webster	5,000	
	La Grange	10,000	
	Sanford	15,000	
	Henderson	25,000	
	Wise	6,000	
	Roper	5,000	
	Durham	50,000	
	Morgantown	20,000	
	Louisburg	13,000	
	Franklinton	13,000	
	Cooleemee	4,500	
	Granite Falls	3,000	
	Stoneville	2,000	
	Total - - - -	$189,000	
1907	Asheville	$ 30,000	
	Raleigh	22,000	
	Cary	8,000	
	Elizabeth City	35,000	
	Burgaw	7,500	
	Holly Springs	7,500	
	Jamestown	3,500	
	Shelby	28,000	
	Southern Pines	15,000	
	Mooresville	10,000	
	Asheboro	17,500	
	Andrews	5,000	
	Windsor	8,000	
	Lexington	10,000	
	Lumberton	15,000	
	Rowland	4,000	
		$226,000	
1908	Creedmoor	9,000	
	Wilkesboro	7,000	
	Lilesville	5,000	
	Murphy	4,000	
	Dover	4,000	
	Walkertown	4,500	
	Severn	4,500	
	Liberty	7,500	
	Briscoe	5,300	
	Stony Point	2,100	
	Higdonville	1,500	
	Stem	3,500	
	Kernersville	9,000	
	Matthews	4,000	
	Lucama	12,000	$82,900

NORTH CAROLINA

PUBLIC HIGH SCHOOL BUILDINGS ERECTED

1909	✓Wakelon	$ 15,000
	✓East Durham	8,000
	✓Tarboro	20,000
	✓Monticello	3,500
	Laurinburg	20,000
		$ 66,500
1910	✓King	$ 2,500
	Marshall	10,000
	✓Murphy	30,000
	Oxford	20,000
	✓Rocky River	4,500
	Wilmington	30,000
		$ 97,000

4 new sch.

2 " "

34 " "
costing
235,400

✓ = New Schools

NORTH CAROLINA

NEW PUBLIC HIGH SCHOOLS ESTABLISHED

		Buildings erected.
1906	FIFTEEN - Names	not given
1907	Friendship	
	Hawfields —	
	Turkey Knob	
	Lilesville	5.000
	Norven	
	Pantego	
	Washington	
	Anlander	
	Mars Hill	
	Abbottsburg	
	Bladenboro	
	Barnardsville	
	Fairview	
	Hominy Valley	
	Georgeville	
	Rocky River	4 500
	Granite Falls	3.000
	Lenoir	
	South Mills	
	Atlantic	
	St. James —	
	Startown	
	Merry Oaks	
	Pittsboro	
	Siler City	
	Andrews	5.000
	Belleview	
	Fallston	
	Lattimore	
	Chadbourn	
	Whiteville	
	Dover	4.000
	New Bern	
	Godwin	
	Hope Mills	
	Stedman	
	Poplar Branch	
	Churchland	
	Reeds	
	Cooleemee	4.500
	Farmington	
	Teacheys	
	Warsaw	
	East Durham	8,000
	Bethania	
	Kernersville	9.000
	Lewisville	

NORTH CAROLINA

NEW PUBLIC HIGH SCHOOLS ESTABLISHED

1907 (Continued)	Walkertown	4.500
	Bunn	
	Franklinton	13,000
	Louisburg	13.000
	Belmont	
	Dallas	
	Stanley	
	Howard	
	Knapp of Reeds	
	Stem	3,500
	Snow Hill	3,500
	Jamestown	
	Pleasan t Garden	
	Enfield	
	Angier	
	Lillington	
	Fletcher	
	Hendersonville	
	Aheskie	
	Swan Quarter	
	Harmony	
	Scotts	5,000
	Webster	
	Benson	
	Kenly	
	Wilson Mills	
	Trenton	
	Jonesboro	
	La Grange	10000
	Crouse	
	Denver	1500
	Higdonville	
	Iotla	
	Madison Seminary	
	Spring Creek —	
	Robersonville	
	Williamston	
	Marion	
	Nebo	
	Huntersville	
	Biscoe	
	Southern Pines	
	Mt. Pleasant	
	Red Oak	
	Rich Square	
	Seaboard	
	Richlands	
	Oriental	
	Atkinson	

NORTH CAROLINA

NEW PUBLIC HIGH SCHOOLS ESTABLISHED

1907 (Continued)	✓Burgaw	7,500
on map to this	✓Bethel Hill	
	✓Bethel	
	✓Farmville	
	✓Farmer	
	✓Ramseur	
	✓Hoffman	
	✓Roberdell	
	✓Lumber Bridge	
	✓Orrum	
	✓Philadelphus	
	✓Rowland	
	✓Madison	
	✓Ruffin	2 000
	✓Stoneville	
	✓Granite Quarry	
	✓Mt. Ulla	
	✓Woodleaf	
	✓Henrietta	
	✓Clinton	
	✓Gibson	
	✓Albermarle	
	✓Dobson	
	✓Pilot Mountain	
	✓Bryson City	
	✓Whittier	
	✓Marshville	
	✓Mt. Prospect	
	✓Wesley Chapel	
	✓Beuna Vista	
	✓Kittrell	
	✓Bay Leaf	8.000
	✓Cary	7.500
	✓Holly Springs	5.000
	✓Wakelon	
	✓Macon	6.000
	✓Wise	
	✓Creswell	
	✓Roper	
	✓Cove Creek	
	✓Falling Creek	
	✓Goldsboro	
	✓Seven Springs	
	✓Mt. Pleasant	
	✓Wilkesboro	7.000
	✓Elm City	12,000 —
	✓Lillington	
	✓Courtney	
	✓Elk Knoal	

NORTH CAROLINA

NEW PUBLIC HIGH SCHOOLS ESTABLISHED

1908	✓Sylvan	
	✓Stony Point	2,100
	✓Murphy	4,000 (30 mos)
	✓Vanceboro	
	✓Tarboro	20,000
	✓Whitakers	
	✓Sunbury	
	✓Creedmoor	9,000
	✓Monticello	3,500
	✓Winton	
	✓Pollocksville	4,500
	✓Severn	
	✓Chapel Hill	
	✓Columbus	
	✓Trinity	7,500
	✓Liberty	
	✓Newton Grove	
	✓Elkin	
	✓Rosman	
	✓Unionville	
	✓Pikeville	
	✓Ronda	
1909	✓Taylorsville	
	✓Glen Alpine	
	✓Providence	
	✓Hayesville	
	✓Bahama	
	✓Reynoldson	
	✓Cowee	
	✓Carthage	
	✓Hillsboro	
	✓Bushy Fork	
	✓King	2,500
	✓Pinnacle	
	✓Walnut Cove	
	✓Rockford	
	✓Boonville	

NORTH CAROLINA

NEW PUBLIC HIGH SCHOOLS ESTABLISHED

1910

✓White Oak
✓Winecoff
✓Hookerton
✓Sladesville
✓China Grove
✓ForestCity
✓Rutherfordton
✓New London
✓Unionville
-Rock Ridge

NORTH CAROLINA

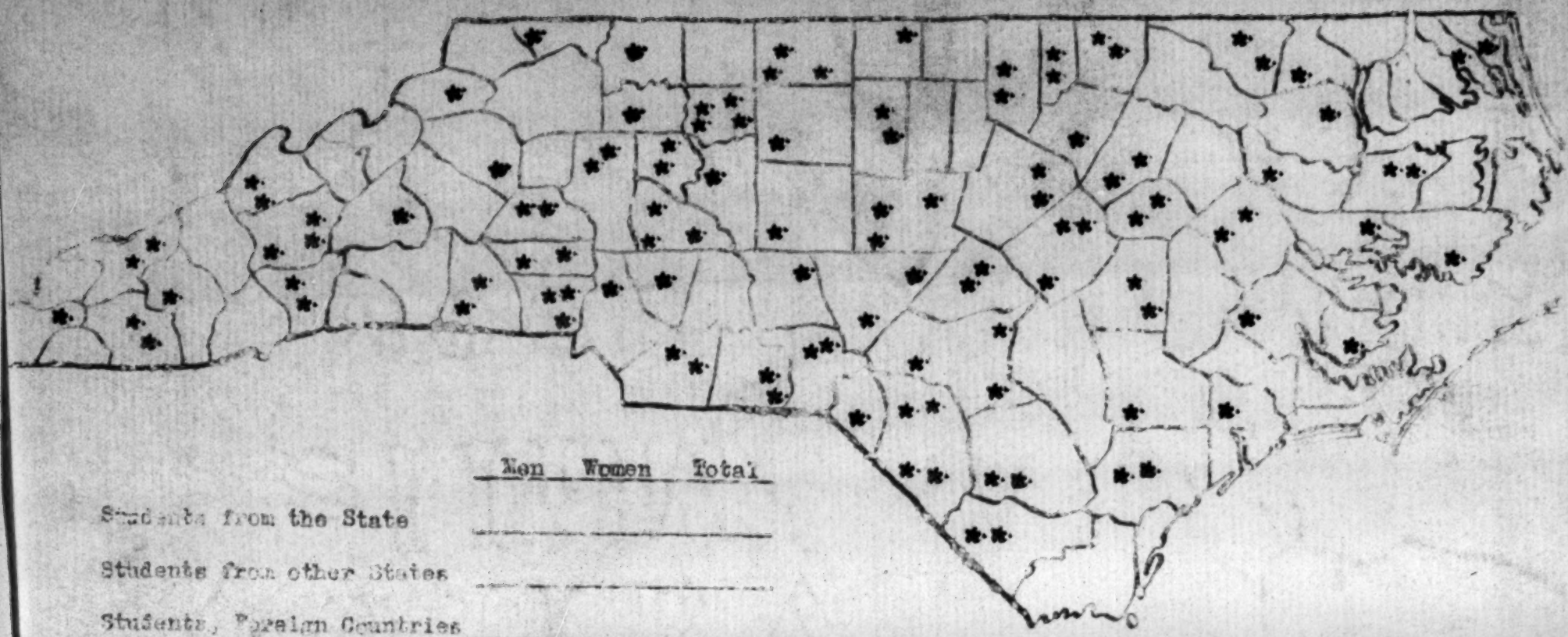
INCREASE OF FUNDS FOR ANNUAL SUPPORT

Year	From County	From State	Other Sources: Local Tax	Other Sources: Gift
1906	None			
1907	$ 21,943	$40,785	$27,470	13,187
1908	$ 6,960	4,584	7,081	
1909				

NOT TO BE TAKEN FROM OFFICE,
LIBRARY
GENERAL EDUCATION BOARD.

MAR 16 1910

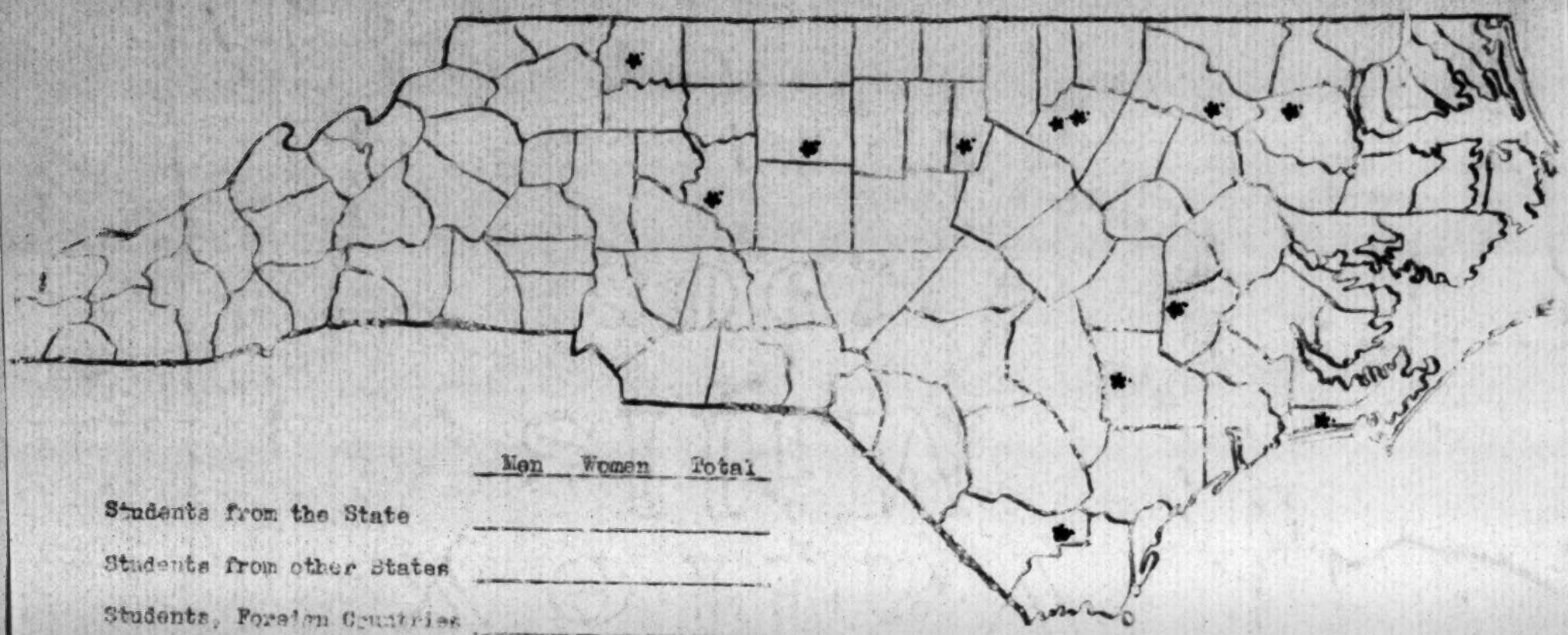
NORTH CAROLINA



	Men	Women	Total
Students from the State			
Students from other States			
Students, Foreign Countries			

Note The above stars represent one hundred and thirteen (113) rural high schools with one teacher giving her whole time to teaching high school subjects. These schools were established under the High School Act passed by the Legislature March 8, 1907.

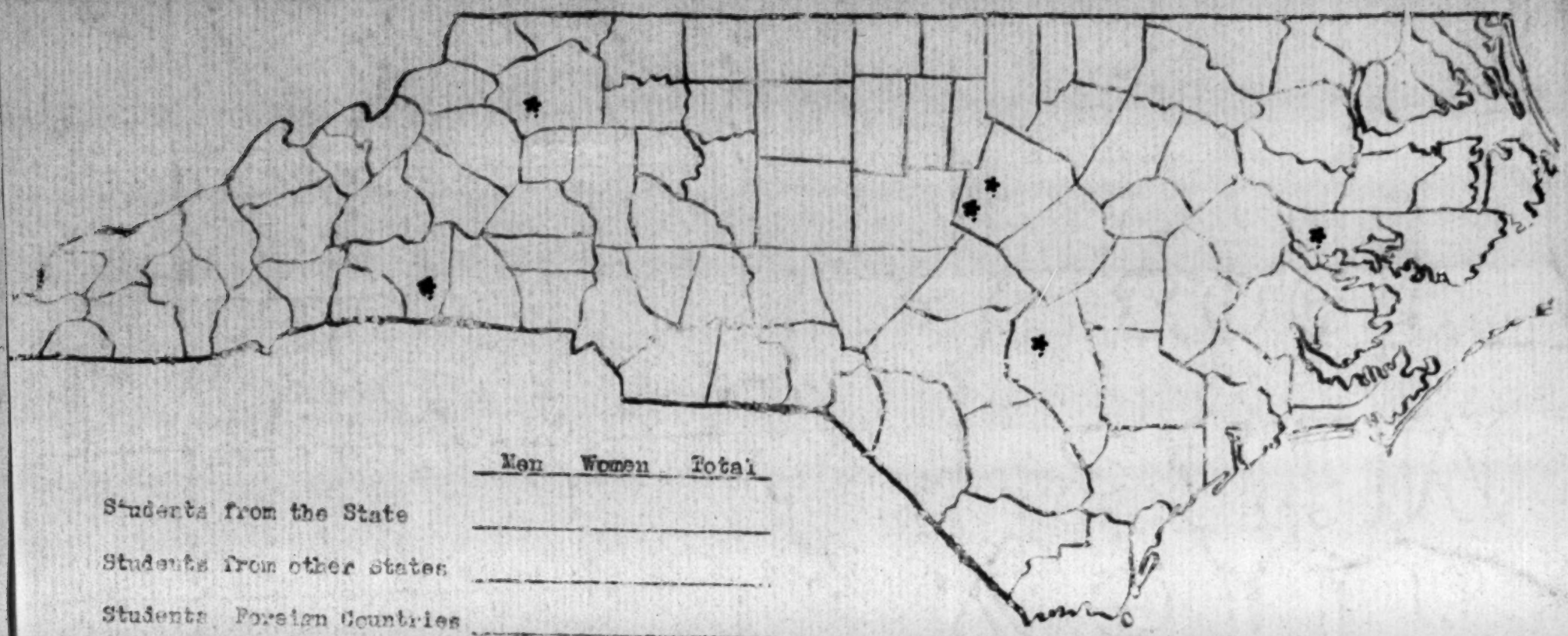
NORTH CAROLINA



	Men	Women	Total
Students from the State			
Students from other States			
Students, Foreign Countries			

Note The above stars represent twelve (12) rural high schools with two teachers giving their whole time to teaching high school subjects. These high schools were established under the High School Act passed by the Legislature March 8, 1907.

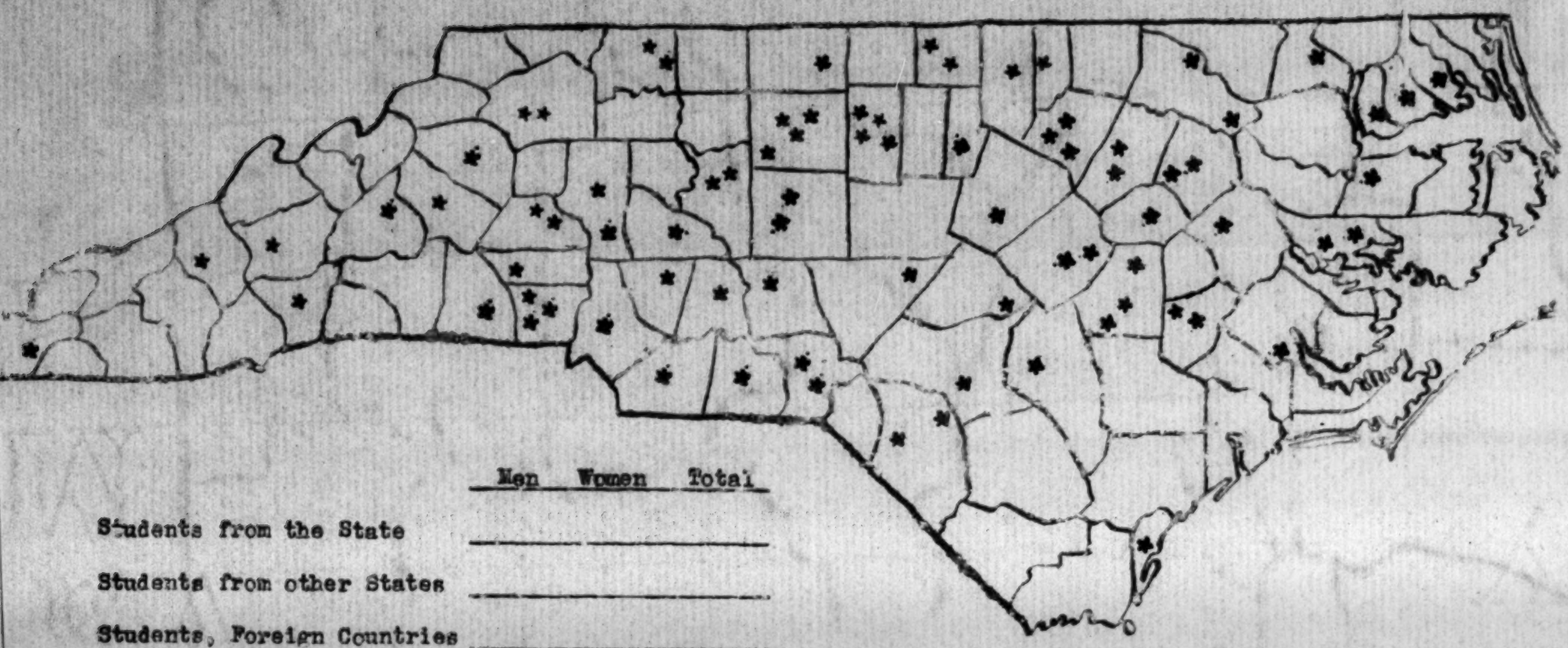
NORTH CAROLINA



	Men	Women	Total
Students from the State			
Students from other States			
Students, Foreign Countries			

Note The above stars represent six (6) rural high schools with three or more teachers giving their whole time to teaching high school subjects. These schools were established under the High School Act passed by the Legislature March 8, 1907.

NORTH CAROLINA



	Men	Women	Total
Students from the State			
Students from other States			
Students, Foreign Countries			

Note The above stars represent 81 "Town and City" High Schools

NORTH CAROLINA

1. Professorship established ---------- June 1905

2. In 1907 the Legislature passed the present High School Act, providing an annual appropriation of $50,000 "to stimulate high school instruction and teacher training."

The High School Act

"All public high schools established and maintained under the provisions of this Act shall be operated by the County Board of Education under such general rules and regulations as may be prescribed by the State Board of Education. The courses of study for such high schools and the requirements for admission to them shall be prescribed by the State Superintendent of Public Instruction."

Requirements to be met in order to receive State aid

1. All teachers in public high schools established under this Act shall hold a high school certificate from the State Superintendent of Public Instruction.

2. High schools to become eligible for State aid must have at least three teachers, i.e. two teachers in addition to the high school teacher.

3. No high schools are aided in towns of more than 1,200 people.

4. Before any high school shall be established under the provisions of this Act, the committee, or committees establishing such school shall first provide for thorough instruction, for at least five months in each school year in all branches of study required to be taught in the public schools of the State.

Any high school established under this Act may receive financial assistance from the State in the same amount as that realized from taxation, or by private donation, or by local appropriation, or otherwise, to an amount not exceeding $500. "Provided further, that not more than four public high schools in any one county shall be entitled under the provisions of this Act to receive State funds."

The High School Act also provides for the establishment and maintenance of a teachers' training school, to be located by the State Board of Education at such a point in eastern North Carolina "as they may deem proper, and shall be located in or near that town offering the largest financial aid, having due regard to desirability and suitability for the location of said school." $15,000 is set aside for the purpose of erecting and equipping the buildings of said school and $5,000 annually from the appropriation of $50,000 for high school instruction and teacher training, Provided, a sum of not less than $25,000 toward the construction and equipment of said buildings, and the title to said buildings shall be in and held by the State Board of Education. Tuition is free to all those who signify their intention "to teach for such time and upon such conditions as may be prescribed by the Board of Trustees."

(See the Public School Law of North Carolina)

3. The number of high schools established under this Act

1) With one teacher	----------	114
2) With two teachers	----------	12
3) With three or more teachers	----------	6
		132
4) Number of high schools postponing opening		11
		* 143

* Note Fourteen (14) additional high schools were established under this Act, but they have since been discontinued.

4. The number of high schools

1) Reporting four-year students		9	with	70 students
2) " three-year "		50	"	297 "
3) " two-year "		102	"	861 "
Number of first-year students	-------			2721 "
Total enrollment	--------	Boys		1759
		Girls		2190
				3949

5. Number of teachers devoting their whole time to high school instruction 173

Number of teachers devoting part of their time to high school instruction 42

Total number of high school teachers 215

6. Number of rural high schools established under this Act

1)	Receiving aid from local taxation	87	--	$26,247.02
2)	" " " private donations	46	--	11,650.00
3)	" " " county apportionment	70	--	20,364.16
4)	" " " State	132	--	37,375.00
	Total receipts for newly established high schools due to the passage of Act			$95,636.18

GENERAL SUMMARY

1. The number of High Schools

	Rural High Schools	Town and City High Schools	Total
1) With one teacher	114	11	125
2) " two teachers	12	5	17
3) " three "	6	29	35
	132	45	*177

* Note This does not include 36 Town and City High Schools not reporting and 11 Rural High Schools that postponed opening.

2. Students

1) The number of High Schools reporting four-year students

	Number of High Schools	Number of Students
Rural High Schools	9	70
Town and City High Schools	9	109
	18	179
Deduct - Counted twice	1	3
	17	176

2) The number of High Schools reporting three-year students

Rural High Schools	50	297
Town and City High Schools	33	548
	83	845
Deduct - Counted twice	10	111
	73	734

3) The number of High Schools reporting two-year students

Rural High Schools	102	861
Town and City High Schools	43	964
	145	1825
Deduct - Counted twice	19	250
	126	1575

4) Number of first-year students in Rural High Schools 2721
" " " " " " Town and City High Schools 1579
4300
Deduct - counted twice ---------- 382
3918

5) Total Enrollment

	Boys	Girls	Total
Rural High Schools ----------	1759	2190	3949
Town and City High Schools ---	1512	1883	3195
	3071	4073	7144
Deduct - Counted twice --	283	462	745
	2788	3611	6399

6. Number of teachers devoting their whole time to high school instruction

Rural High Schools ----------	173	
Town and City High Schools ----------	109	
	282	
Deduct - Counted twice ---------	31	251

Number of teachers devoting part of their time to high school instruction

Rural High Schools ----------	42	
Town and City High Schools ----------	37	
	79	
Deduct - Counted twice --------	7	72
		323

RECENT HIGH SCHOOL DEVELOPMENT IN NORTH CAROLINA

N. W. Walker

RECEIVED GENERAL OCT 23 1911

During the past few months there has been marked activity and development among the public high schools particularly in the direction of improved physical equipment. A number of substsntial bond issues have been carried, and many new buildings authorized. From last May up until the early fall the new high school buildings authorized and the bond issues carried are, so far as known at present, as follows:

1 Bond issue $25.000

Craven County: $25,000 bond issue for the first Farm-Life School under the new law of 1911. This school has recently been located at Vanceboro and is to be established in connection with the public high school already in successful operation at that place. The new buildings will not be ready before September, 1912.

2 Bond issue $20.000

Sampson County: Clinton has voted a bond issue of $20,000 for a new public high school building. This is to be ready for use in September, 1912.

3 Bond issue $5.000 ($5.000 more)

Camden County: South Mills has voted $5,000 in bonds for a new public high school building. The County is to give $5,000 more, making the building cost $10,000. This building will be ready early in the spring.

4 Bond issue $10.000 Est. $14.000

Columbus County: A new public high school building at Chadbourn is now under construction and will be ready for use before the holidays. This building will cost about $14,000. Bonds to the amount of $10,000 have been issued.

5 Building $6.500

Onslow County: A public high school building costing $6,500 has been erected at Jacksonville. It was dedicated

September 10th and was ready for use at the opening of the current session. No bonds were issued.

Randolph County: Principal R. C. Cox, of Liberty Public High School, writes that a bond issue was carried in September.

6 Bonds voted $20,000

Montgomery County: On October 3rd Troy voted a bond issue of $20,000 for a new public high school building. This will be erected during the current year in time for occupancy at the opening of the session ~~of~~ in September, 1912.

7 Bonds voted $10,000

Duplin County: Warsaw voted $10,000 in bonds two years ago for the erection of a new high school building. The committee had the plans drawn and made ready to put up the building during the past summer, but owing to some unfortunate hitch, seemingly about the location, work has been indefinitely postponed. It is to be hoped that the differences can be adjusted without much further delay, for this town is ~~earnestly~~ sorely in need of a decent building.

Stokes County: During the summer a new $5,000 building was erected for the Walnut Cove Public High School.

Henderson County: Hendersonville has made provision to have a $25,000 building erected during the current year.

Lee County: Jonesboro has erected a $10,000 building for its public high school.

Among the city high schools there has been continued progress also. Smithfield has voted $25,000 in bonds for a new graded school building. Fayetteville has voted a bond issue for new buildings, and will probably provide a separate high school building. Charlotte has also voted a substantial bond issue for new school buildings and will provide a separate

building for its high school. None of these buildings will be ready before September, 1912. The Greensboro City High School began this session in a new $40,000 building.

During the summer twenty-six new public high schools were authorized by the State Board of Education. (See map accompanying this report) These are located as follows:

Anson County: Polkton,
Avery County: Elk Park,
Beaufort County: Aurora,
Brunswick County: Southport,
Buncombe County: (A new school to be located in the western part of the county; location not yet decided),
Caldwell County: Oak Hill (P.O. Lenoir, R. F. D.),
CaswellCounty: Milton (School moved from Providence),
Cleveland County: Waco,
Durham County: Lowe's Grove (P.O. Durham, R. F. D.),
Edgecombe County: Battleboro,
Gaston County: Cherryville,
Greene County: Snow Hill,
Haywood County: Clyde (School moved from Roch Spring),
Hoke County: Antioch,
Iredell County: Troutman,
Jones County: Trenton,
McDowell County: Marion (High school department opened to students of the county),
Montgomery County: Troy,
Nash County: Castalia,
Onslow County: Jacksonville,
Sampson County: Garland,
Scotland County: Laurinburg (High school department opened to students of the county), Mason's Cross (School moved from Gibson), Spring Hill (P.O. Wagram,
Tyrrell County: Columbia,
Yancey County: Bald Creek.

The establishment of these schools was made possible by the action of the last Legislature, increasing the public high school sppropriation from $50,000 to $75,000. This increase also enabled the State Board of Education to make larger apportionments to many high schools already in operatin and sorely in need of more funds.

The total number of public high schools this year is 201. They are located in 93 counties, leaving only seven counties, Chowan, Dare, Graham, New Hanover, Pasquotank, Perquimans, and

Watauga, without public high schools. Three of these seven counties are not without good high school facilities, though no State apportionment is made to them. Pasquotank is pretty well taken care of by the ElizabethCity High School; NewHanover, by the Wilmington City High School; and Watauga, by the Appalachian Training School.

Many other high schools have made improvements in one way or another. Some have added a year to their courses of study; some have strengthened their teaching force; some have remodeled their courses of study, notably Durham and Winston, in an effort to get them on a more rational basis. As no definite and authentic information concerning many of these improvements is at hand, they are not here recorded.

Very truly yours,

N. W. Walker,

Professor of Secondary Education,
University of North Carolina.

To the Gen, Ed. Bd.,
New York.
Oct. 10, 1911.

October 23, 1911.

Professor N. W. Walker,
University of North Carolina,
Chapel Hill, N. C.

My dear Mr. Walker:

Your report on "Recent High School Development in North Carolina" has been received. I thank you for the report and congratulate you upon the good showing which is made.

Yours truly,

E. C. SAGE

High School Development in N. C. – Summer of 1911.

RAND, McNALLY & CO.'S
OUTLINE MAP OF
NORTH CAROLINA.
AMERICAN SERIES.
Rand, McNally & Co., Engravers and Publishers,
160-174 Adams Street, Chicago.

SCALES:
Statute Miles. 69.16 = 1 Degree.
Kilometres. 111.307 = 1 Degree.

Longitude West from Greenwich.

Haywood
Buncombe
McDowell
Henderson $25,000
Avery
Caldwell
Cleveland
Gaston
Iredell
Stokes $5,000
Randolph †
$20,000 Montgomery
Anson
Caswell
Durham
Wake $75,000 Lee
Nash
Edgecombe
Granville
Tyrrell
Camden $5,000
Pasquotank
Craven $25,000
Jones
Onslow $5,000
Duplin
Sampson $20,000
$14,000 Columbus
Brunswick

● = New Public High School, Established in Summer of 1911.
○ = New H. S. Building under construction or authorized by bond issue.
⊗ = Farm Life School under new law of 1911.
× = Bond issue voted two years ago.
† = Small room for improvement.
□ = Private School taken over by County.

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

OFFICE OF
N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

Notes Explaining Parts of the Accompanying Report.

The statistics given in this report are for the latest year for which they are available, 1910-11. In a few cases statistics for the previous year had to be used. The statistics for the ~~xxxx~~ schools established 1911 are, of cou rse, incomplete, since the figures given had to be taken from the principals' preliminary reports for the current school year.

Independent public high schools (city and town high schools, 80 in number) are not included in this report. Only those high schools are here included that are subsidized by the State under the Public High School Act of 1907. A few city and town high schools opened free of tuition to students of the counties in which they are located under said act are, of course, included. In these few cases the entire income of the high school is not always shown.

A list of the independent public high schools that have erected new buildings within the period covered by this report is given herewith on a separate sheet.

Several city high schools in the report are put down as established ~~xx~~ in such-and-such a year, when as a matter of fact said schools may have been in operation before but were that year opened to students of the county under the high school law of 1907.

It might appear from the report that the year the high school was established was also the year the building was erected. This does not hold. (See next page)

It must not be understood that the buildings erected are for the high school only. They are to accommodate the elementary schools also which are operated in connection with the high schools.

The cost of a number of new dormitories is not included in the report. Nothing but the cost of new buildings for classes etc. is shown. In the case of Cary the $8,000 was the purchase price of a comparatively new building.

No new high school building costing less than $2,000* is included in the report. The figures given for new buildings for Jamestown, Pleasant Garden, Aurelian Springs, Ruffin, and Madison Seminary show the cost of additions to old buildings.

* Except Higdonville

New Public High School Buildings Erected and Their Cost--From 1906 to 1911.

(See City High Schools on Next Page)

1906

Webster	$5,000
LaGrange	10,000
Wise	6,000
Roper	5,000
Louisburg	13,000
Franklinton	13,000
Cooleemee	4,500
Granite Falls	3,000
Stoneville	2,000

1907

Cary	8,000	(Purchase)
Carthage	10,000	
Andrews	5,000	
Burgaw	7,500	
Holly Springs	7,500	
Jamestown	3,500	(Addition)
Southern Pines	15,000	
Rowland	4,000	
Spruce Pine	2,500	

1908

Creedmoor	9,000
Wilkesboro	7,000
Lilesville	5,000
Dover	4,000
Walkertown	4,500
Liberty	7,500
Biscoe	5,300
Stony Point	2,100
Higdonville	1,500
Stem	3,500
Kernersville	9,000
Matthews	4,000
Lucama	12,000

1909

Roberdel	$3,000
Morven	9,000
Severn	4,500
Marshville	10,000
Wakelon	15,000
Tarboro	20,000
East Durham	8,000
Monticello	3,500
Laurinburg	20,000

1910

King	2,500	
Murphy	30,000	
Rocky River	4,500	
Pleasant Garden	4,200	(Addition)
Aurelian Springs	800	(Addition)
Sladesville	2,500	
Rutherfordton	20,000	

1911

Chadbourn	14,000	
Jacksonville	6,500	
Madison Seminary	500	(Addition)
Walnut Cove	5,000	
Jonesboro	10,000	
Seaboard	6,000	
Ruffin	500	(Addition)
Summerfield	3,000	

There is a good deal of building activity at present (December, 1911). Some of the buildings now under construction, or authorized, are as follows:

Hendersonville	$25,000
Vanceboro	25,000
South Mills	10,000
Clinton	10,000
Troy	20,000

The University of North Carolina
Chapel Hill, N. C.

DEPARTMENT OF EDUCATION

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PROFESSOR OF SECONDARY EDUCATION AND
STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

City and Town High School Buildings Erected 1905-1911.

Hertford.	$17,500	
Sanford	15,000	
Henderson	25,000	
Durham.	50,000	
Morganton	20,000	
Asheville	30,000	(Purchase price of college property)
Raleigh	22,000	
Elizabeth City. . .	35,000	
Shelby.	28,000	
Mooresville	10,000	
Asheboro.	17,500	
Windsor	8,000	
Lexington	10,000	
Lumberton	15,000	
Oxford.	20,000	
Wilmington.	30,000	(Addition to old building)
Franklin.	10,000	
Greensboro.	40,000	

1912

PUBLIC HIGH SCHOOL DEVELOPMENT IN NORTH CAROLINA

N. W. Walker

In attempting to trace even in brief outline the development of public high schools in North Carolina, it will be of interest (1) to take a look at secondary school conditions in the State prior to the beginning of our early graded schools, about 1875, up to which time our only facilities for secondary training were to be found in private and denominational schools and academies; (2) to observe conditions from 1875 to 1907, during which period the city graded school was in the ascendancy, with the private and denominational school still the dominant type of secondary school: and (3) to take stock of our progress since 1907, when our rural public high school law was enacted. Such a survey of earlier conditions will afford a back-ground that will make present conditions stand out in a clearer light and will thus enable us better to understand and to appreciate some of the obstacles of a social and economic nature that have stood in the way of our developing even down to this time anything like an adequate system of public secondary schools.

Murphey's Efforts to Secure a System of Secondary Schools, 1816-'17.

But before coming directly to these specific topics, attention should first of all be directed to the efforts of Archibald D. Murphey as early as 1816-'17 to secure for North Carolina a system of secondary schools. Murphey's efforts, in the light of recent developments, assume a tragic aspect. Had his plan been put into effect, the whole educational history of this State would have been changed, and, I firmly believe, the educational history of the South, pro-

foundly influenced. This man lived almost a century in advance of his time! His plan was to provide for a complete system of education--elementary, secondary, and collegiate. To quote from his celebrated report to the legislature in 1817:

"In arranging the system of schools, your committee have endeavored to make the progress of education natural and regular; beginning with primary schools, in which the first rudiments of learning are taught, and proceeding to academies, in which youths are to be instructed in languages, ancient and modern history, mathematics and other branches of science, preparatory to entering into the University, in which instruction is to be given in all the higher branches of the sciences and the principles of the useful arts." X

P2

Then the complete system is outlined. His plan for a system of secondary schools is as follows:

Murphey's Plan.

"After children shall have gone through the course of studies prescribed for the primary schools, those of them who are to be further advanced in education, will be placed in the Academies, where they will be instructed in languages, ancient and modern history, mathematics and other branches of science preparatory to their entering into the University. The Academies shall be located in different districts of the State for the convenience of the people, and the expenses of purchasing suitable sites and erecting thereon the necessary buildings, shall be divided between the public at large and the several districts. Private liberality has of late erected many small Academies in the State, which deserve the consideration and patronage of the Legislature. From the benefits which have accrued fo the public from these small Academies, we

may form an opinion of the good which would flow from larger institutions of the same sort, if regularly located throughout the State, and aided with suitable funds. The state of learning among us will never become respectable until we have such regular Academical institutions. Your committee do therefore recommend:

"1st. That the board of public instruction shall divide the State into ten Academical districts, containing each one or more counties, and as near as practicable, an equal number of white population, and number the districts from one upwards.

"2d. When in any of the districts there is an Academy established, the trustees thereof may submit to the board of public instruction, a report on the actual condition of their institution, its relative position to the boundaries of the district, the number and dimensions of the buildings, their value and state of repair, the extent of ground on which they are erected; the number and denomination of the professors and teachers employed therein, and of the pupils educated thereat. If the board should think the Academy properly situated for the benefit of the district, and that the buildings and grounds will answer their intended purposes, notice thereof shall be given to the trustees; and upon conveyance being made of the said ground and houses to the board of public instruction, the academy shall be entitled to the same benefits which may be extended to any academy that may be erected, and shall be subject to the same rules and regulations in relation to the government thereof, which the board of public instruction or the General Assembly may provide for the general government of the Academies of the State. But the trustees of such academies may continue to hold their offices and to supply vacancies occurring in their body.

"3d. In case the buildings of any academy already established and so accepted by the board of public instruction require repair or any alteration or enlargement, the board shall appropriate a sum sufficient to repair, alter or enlarge the said buildings, provided the sum so appropriated shall not exceed one-third part of the value of the entire buildings, when so altered, repaired, or enlarged. The alterations or enlargement of the buildings shall be planned by the board of public instruction and executed according to their order.

"4th. In any academical district where there is no academy now established, or none which the board of public instruction shall think will answer their intended purpose, the board may accept a lot of ground, of sufficient extent in their estimation, and conveniently situated for the erection of an academy for the district provided that two-third parts of the sum required for the erection of suitable buildings for the said academy be previously subscribed by one or more persons, and the payment thereof assured to the board of public instruction.

"5th. When any conveyance of the lot of ground on which the buildings are erected, shall be accepted of by the board, they shall appoint eleven persons residing within the district, trustees of the Academy, who shall be deemed a body corporate by such title as the board of public instruction shall prescribe; shall have and enjoy all the rights and privileges of a corporation; shall have power to elect a president from their own body, and to fill all vacancies which occur therein. They may make, alter or amend such bye-laws, rules and regulations as they shall deem necessary or expedient, for the government of their own body, and of the professors, teachers, and pupils of the academy of which they have charge; provided they

be not inconsistent with such general regulations as the board of public instruction may provide for the general government of the academies of the State.

"6th. The trustees shall provide by contract for the erection of the necessary buildings of their academy, and appoint a treasurer who shall have authority to collect the several sums subscribed thereto, and shall be entitled to receive in virtue of their order upon the board of public instruction, signed by their president such sums of money as the board may, from time to time appropriate for the erection of buildings, their repairs or alterations, salaries of professors and teachers, and other purposes of the academy.

"7th. As soon as any academy is ready for the admission of pupils, the trustees may recommend to the board of public instruction, any person to be a professor or teacher therein, who, if approved after examination, in some mode to be prescribed by the board, shall be regarded as a professor or teacher of such academy, but subject to removal at the pleasure of the trustees or the board. Where vacancies shall occur among the professors or teachers during the recess of the board, the trustees may make temporary appointments, to be confirmed or disapproved by the board at their next session.

"8th. The trustees of any academy may fix the salaries of their respective teachers, subject to the control of the board of public instruction; one third part of the salaries shall be paid by the board at such times and in such way as they shall prescribe.

"9th. The professors and teachers in any academy shall be bound to instruct, free of charge for tuition, the pupils whom the board of public instruction may designate to be taught in said academy at the public expense.

"Your committee have perhaps gone into unnecessary details respecting the academies. Their plan simply is, to divide the State into ten academical districts, and that one academy be erected in each; that the State shall advance one-third of the sum required for the erection of necessary buildings, and one-third of the sum to be paid in salaries to professors and teachers, making it their duty to teach poor children free of charge."

Commenting on Murphey's report and the tragic fate of his bill, Mr. Coon, in his documentary history, "The Beginnings of Public Education in North Carolina," speaks as follows:

"When the Assembly met in 1817, Governor Miller invited its attention to the subject of education 'in a particular manner,' and on November 29, Mr. Murphey submitted his plan for the establishment of public schools. In brief his plan was to provide a school fund to be managed by six commissioners with the governor at their head, with power to locate schools, to fix salaries of teachers, to appoint the trustees of the secondary schools, and to devise a plan for the promotion of pupils from the primary schools to the secondary, which were to prepare students for the university. His plan further provided that the counties were to be divided into townships with primary schools in each and also that the incorporated towns were to establish such schools, all aided by a combination of State and local funds. The secondary schools were to be aided by the State's paying one-third the salaries of the teachers. There were to be ten secondary schools. Mr. Murphey's plan further included many details relating to the organization of schools and their courses of study, their method of instruction and discipline, the education of poor children at public expense, and the establishment of an asylum for the education of

the deaf and dumb. On December 16, Mr. Murphey introduced a bill to carry into effect the recommendations contained in his report. This bill passed its first reading in each house and then disappeared. There is no record to show what disposition was made of the measure. It is certain, however, that it did not become a law, and it is also within bounds to say that this measure and the report on it embraced the profoundest and most comprehensive educational wisdom ever presented for the consideration of a North Carolina legislature."

After the failute of Murphey's plan in 1817, no further constructive effort was made towards providing for a general state system of public secondary schools until 1907, when our present public high school law was enacted.

Secondary School Conditions Prior to 1875.

Prior to about 1875 the only schools of secondary grade in North Carolina were the private and denominational schools and academies. And, in fact, this type of school was the dominant type down to just a few years ago. There were some excellent schools in our State a few of which enjoyed a national reputation and attracted large numbers of students from other states. But the prevailing type was the small local academy. The curriculum of the small academy did not differ in the main from that of the larger private school. In one sense of the word this institution was indeed a vocational school, not in the modern sense of the word, but a vocational school none the less. Its primary function was to prepare students for college--and in that day most of those who went to college went to fit themselves for the so-called learned prodessions--the ministry, medicine, and law. And so the curricula of the private and denominational schools were, as a rule, narrow

but reasonably thorough, and were planned along the same general lines as were those of similar schools of other states North and South. The social and economic life of their day was not so complex as it is now, the democratic conception of the school as a social institution had not taken hold of men, and consequently the demands made upon the schools were not so complex nor so numerous. And so within their narrow lines the academies met the demands that were made upon them reasonably well.

The teachers in these schools were generally men of sound scholarship,--graduates, as a rule, of our best colleges and universities,--and they were men of prominence and influence in their communities. Not infrequently were they both teachers and ministers; especially was this trye during the first half of the last century. The church being the foster mother of the early school, it was but logical that the shepherd of the flock should care also for the lambs. So it happened that throughout the last century (and this is true not only in North Carolina and the other Southern States, but in the Nation at large) attention was centered more upon the individual teacher than upon the school as an organized institution. The teacher was then an individual, and not a cog in the wheel of a well-ordered piece of machinery. It was his personality that gave the school its life and energy.and prominence. When the teacher changed his residence, the school moved with him; when he died, his school (except in rare cases) didd too. There were many names among these old school masters that illumine the pages of our history--Pattillo, Caldwell, Caruthers, Bingham, Horner, and a host of others.

Until quite recently this individualistic notion was dominant in our educational endeavors as it was in our industrial and busi-

ness life. The idea of cooperative activity in community life had not come into being, and the idea of a public secondary school supported by a general tax and offering equal opportunity to all the children of all the people,--we were as far from accepting that as we were from accepting the Chinese religion. And, too, the aristocratic notion of education prevailed both in theory and in practice. Men did not yet think that equal opportunity for the training and development of all the children of the State was a thing to be provided by the State, for they somehow did not see that it was necessary to educate anybody, but those who were to be the leaders in public life. The democratic idea in education,--that it is as much the duty of the State to see to it that the black-smith, the farmer, and the mechanic are educated as it is for it to provide educational opportunity for the doctor, the lawyer, and the minister--had not yet permeated our lives. And so secondary school facilities were denied the rank and file of our citizens, and we are as a State to-day the poorer because of it. But the thoughts of men have widened "with the process of the suns," and we now hold a vastly different theory, which is beginning to crop out into practice. But we shall come to this part of the story presently.

Our Conditions in 1876.

The following paragraph, taken from the report of the United States Commissioner for 1876, might as well have been written in 1898:

"Of academies and high schools, in the memorial of Dr. Craven already quoted, there are said to be 34 within the State (North Carolina). With the exception of the higher departments of the few graded schools in the large towns, the greater part of these institutions are said to be private enterprises or denominational

schools, with no similarity of organization, no unity of work, no organic connection with the schools below them or above them, and no responsibility whatever to any general superintendence. The same resources judiciously organized, with legal relation to other schools, the doctor says, would confer a great benefit upon the general culture and scholarship of the State."

The Growth of City Graded Schools, 1875-1907.

From 1875 to 1907, 79 of the towns and cities of the State established graded schools, and most of these soon developed high school departments with courses of study covering from one to three years above the seventh grade. But until the last decade the attention of our city superintendents was centered upon the elementary grades, small attention being paid to the grammar grades, and less still to the high school grades. Hence a great deal of the high school work in our city graded schools went on in a rather hap-hazard way, without definite system, correlation, or plan.

As the elementary grades developed and became better organized more attention was paid to the high school grades. The need for public high schools became a conscious need, and in response thereto our city graded schools began to organize high school departments. Progress was slow but gradual. These departments were based directly upon the lower grades and were thus organically related to them. The courses of instruction in content and method did not differ materially from those of the private schools, though they did at first differ somewhat in scope, the high school work of the city graded schools covering as a rule from one to three years. There were at first very few four-year schools.

The following figures taken from the reports of the United States Commissioner of Education, though incomplete, indicate in a measure the growth of our public high schools.

	Schools	Pupils
1890	4	349
1898	14	892
1908	100	4,856
*1912	269	14,401

Public High School Development Since the Passage of the High School Act in 1907#.

Our rural public high school law entitled, "An Act to Stimulate High School Instruction in the Public Schools of the State, and Teacher Training", was passed in 1907. UP to this time it has not been amended. The main provisions of this act are as follows:

Sec. 1. The County Board of Education, with the consent of the State of Education, may establish and maintain from 1 to 4 high schools

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Foot note: *The figures for 1912 are taken from the Report of the State Inspector of Public High Schools and include both city and rural public high schools.

Foot note: #In examining our public high school statistics, this fact must be borne in mind, namely, that we have really two systems of high schools, or better, two parts of one system, city (so-called) and rural. The city public high school is organized as a part of the city school system, operated, as a rule, under a special charter, is therefore independent of the operations of the public high school law, and so is not under State supervision. It is not always easy for even the State Superintendent of Public Instruction to get reports from the city high schools, and so statistics concerning them are not nearly so complete as they are for the rural public high schools. No report is made to the State Superintendent of Public Instruction as to the finances of the city High Schools.

Sec. 2. For wach high school established under this act the County Board of Education shall appoint a committee of three whose duties, powers, and qualifications shall be similiar to those of other public school committeemen.

Sec. 3. The courses of study and the requirements for admission shall be prescribed by the State Superintendent of Public Instruction, and the County Board shall operate the high schools under such regulations as the State Board may prescribe.

Sec. 4. All teachers in public high schools receiving State funds are required to hold the State High School Teacher's certificate issued by the State Board of Examiners. All public high schools operated under this act shall be inspected under the direction of the State Superintendent, and they shall render such reports as he may require.

Sec. 5. Provision must be made for thorough instruction in the elemehtary school in connection with which the high school is operated. There must be at least two teachers in the elementary school and at least one in the high school for their full time.

Sec. 6. The County Board of Education may contract with the trustees of any public high school in the county to permit pupils of high school grade and public school teachers of the county to attend said high school, one-half of the tuition to be paid by the county and one-half by the State.

Sec. 7. The community in which a high school is located shall raise by local taxation, by local appropriation, by private donation, or otherwise, at least $250 for high school instruction. This is deposited with the county Treasurer who is also treasurer of the school fund. The State gives a like amount from the appropriation for high schools, and, under the rules of the State board, the County, unless exempt, gives a like amount from the general county fund. The treasurer is required to keep a separate account and to render a separate report of the fund for each high school.

Sec. 8. The amount given by the State to any one high school shall not exceed $500 a year; nor shall more than 4 high schools in a county receive

Table I.

Showing Increase in the Number of Rural Public High Schools, in the Number of Teachers, and in Enrollment, 1908-1912.

	No.of Schools.	2-yr Schools	3-yr Schools.	4-yr Schools	No.of Teachers	Full-time Teachers	Boys Enrolled	Girls Enrolled	Total Enrollment.
1907-'08	145	100"	43	2#	215	173	1759	2190	3949
1908-'09	160	106	52	2	236	181	2418	2864	5282
1909-'10	170	91	69	10	259	195	2764	3011	5775
19108'11	177	94	63	20	273	207	3111	3403	6514
1911-'12	200	89	82	29	342	260	3496	3895	7391

"Forty of these had no second-year studentsthe first year they were organized.

#Schools were not classified this year. There were nine schools that reported fourth-year students, but only two of these were classed as four year schools the next year.

Table II.

Showing Receipts and Expenditures for Rural Public High Schools, 1907-'08 to 1911-'12.

A. Receipts and Sources from which they come.

School Yr.	Local Taxation.	Private Donations.	County Ap'rt'nts	State Appr'ation.	Overd'ts. fr Loc. fund.	Balan. fr Previous yr	Total Receipts
1907-08	27,474.48	13,187.04	21,943.66	40,785.00			103,386.18
1908-'09	34,551.89	9,316.76	27,903.81	45,369.99		6,175.71	123,318.16
1909-'10	40,446.86	8, 558.72	30,908.24	49, 025.00	703.91	8,957.04	138,631.77
1910-'11	50,032.62	5,802.23	30,634.05	50,050.00	242.32	10,430.43	147, 191.65
1911-'12	65,082.38	8,355.47	38,857.34	66,550.00	1,091.74	9, 350.95	189,287.88

B. Expenditures and Purposes for which they were made

School Yr.	Principals' Salaries	Assistant Teachers	Incidental Expenses	Total Expenditures	Balance on hand
1907-08.	79,412.80	9,684.19	2,319.00	91,415.99	11,970.19"
1908-09.	98,187.59	11,897.64	2,900.40	112,985.63	10,332.53
1909-10.	109,878.52	13,542.75	3,633.61	127,054.88	11,576.89
1910-11.	118,150.97	15,765.26	3,750.35	137,666.58	9,525.07
1911-12.	144,766.38	26,814.43	5,182.67	176,763.48	12,524.40

"The seeming discrepancy between he amount left on hand at the end of one year and the balance brought forward atthe beginning of he next year isdue to the irregularity of the County Treasurers in reporting outstanding vouchers at the time they make their reports.

Table III.

Showing Increase in the Number of Public High Schools (Rural and City), in the Number of Teachers, and in Enrollment, 1908-1912.

	No.of Schools	2-yr Schools	3-yr Schools	4-yr Schools.	No.of Teachers	Full-time Teachers.	Boys Enrolled	Girls Enrolled	Total Enrollment.
1907-'8	177	132	73	17	323	251	2786	3611	6398
1908-'9	224	120	79	22	477	379	4693	5996	10689
1909-'10	239	101	99	36	530	414	5425	6606	12031
1910-'11	247	102	88	55	564	422	5982	7488	13470
1911-'12	269	93	105	71	644	490	6368	8033	14401

Table IV.

Showing Increase in the Number of First-Year, Second-Year, Third-Year, and Fourth-Year Students, 1907-'08 to 1911-'12.

	1908					1912				
	1st	2d	3d	4th	Total	1st	2d	3d	4th	Total
Rural Pub. H. S.	2721	861	297	70	3949	4151	2098	910	232	7391
City Pub. H. S.	1579	964	548	104	3195	3131	1981	1312	586	7010
TOTAL	3918"	1575'	834#	171$	6398%	7282	4079	2222	818	14401

"After deducting 382 which are countedtwice.

' " " 250 " " " "

" " 111 " " " "

$ " " 3 " " " "

% " " 746 " " " "

There has been considerable building activity during this period, there having been erected at least 60* new public high school buildings, city and rural, at a cost of $624,000. In addition to this there has been considerable expenditure (it is impossible to give the exact amount) for the purchase of old buildings, incfeased equipments, improvements in the way of enlargements, additions, etc. No fewer than 40 private academies and church schools have been taken over (by purchase in many cases, by gift in some) and converted into public high schools.

In 1908 the number of teachers in the rural public high schools was 215; in 1912 the number had increased to 342. The number of teachers in the city high schools in 1908 was 146; in 1912, the number was 302. Total: in 1908, (deducting 38 counted twice) 323; in 1912, 644.

At present seventy-five per cent. of our public high school teachers are graduates of our better colleges, and only about five per cent. are without college training.

So far in our rural school development we have made no fetish of standardization. The main emphasis has been in the way of laying safe foundations for a state-wide system of secondary schools which may later be standardized according to some rational method. When our rural public high schools were established five years ago, they were engrafted upon our best rural elementary schools in such a way as to insure that their development should be from the elementary school upward rather than from the college downward. This does not mean that in building up our high schools we have been forgetful of standards, for this is not the case. Along with the increase in popular interest in our public high schools, with their increase in numbers, in financial support,

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Foot note *It must, of course, be understood that, except in a few cases, these buildings are used for both the high school department and the lower grades. It is therefore impossible to give the amount that could be said to go for high school buildings strictly speaking.

in physical equipment, and in teaching force, there have come better organization and system, and correlation, better standards of work and a higher degree of efficiency. Our school officials have come to a better understanding of the scope and function of the secondary school. They are beginning to realize that as an institution it has problems peculiar to itself and that its obligations and possibilities are perhaps greater than those vouchsafed to any other part of our school system.

Since the establishment of our rural public high schools the four-year high school course, based upon a seven-year elementary school course, has come to be accepted as the standard towards which our schools are working. There is a growing tendency to put into practice principles which we long ago accepted in theory-to adapt the high school, though properly differentiated courses of instruction, to the needs of the individual pupil and to relate it more closely to community life. In the larger towns and cities there is a tendency to differentiate the high school from the lower grades by giving it a separate and more compact form of organization and by housing it, when possible, in a separate building* adapted to its own needs.

There are, of course, limitations of a social and economic nature that will operate for sometime to come to impede our progress in secondary education and to prevent our accomplishing all we hope for. But a safe foundation has been laid, and our high schools are fast getting to the point where they will be able to meet any reasonable demands that may be made upon them in the way of preparation for entrance to college or for the duties of citizenship and life.

Foot Note: *In 1905 Wilmington was the only city in the State having a separate building for its high school. At present there are seven cities that have separate high school buildings: Wilmington, Raleigh, Durham, Asheville, Greensboro, Winston, and Charlotte.

State aid.

Sec. 9. Rural public high schools shall be established in towns of more than 1200 inhabitants. But under this section and under Section 6, provision may be made, in the discretion of the County Board, to admit high school students and public teachers to high schools departments of graded schools in the larger towns or cities.

Sec. 10. An annual appropriation of $50,000, since increased to $75,000, was made for the purposes of this act, to be distributed by the State Board of Education.

The rules and regulations of the State Board of Education governing the eztablishment and operation of public high schools and the distribution of the high school appropriation have the force of law. Some of the more important of these regulations require that the term of every high school receiving aid under this act must be not less than twenty-eight weeks; that the public high schools shall be open, without tuition, to all children of sufficient preparation to enter and to all public school teachers of the county; that the County Board of Education shall appropriate from the county school fund at least as much as the amount received from the State for high school instruction, provided the county does not have to get State aid to run its elementary schools four months in each year.

The buildings and equipment for a public high school must be provided by the local community and the County. No part of the high school fund can go for this purpose. The title to all public high school property, under the general law of the State, is vested in the County Board of Education.

The following tables will afford a basis for estimating the progress our public high schools have made since the law providing for them went into effect five years ago. In examining these tables it should be understood that the figures given for 1908, for example, are for the school year closing June 30, 1908; that is, the school year 1907-1908; and that those given for 1912 are for the school year 1911-1912, etc.

NC Bla

Aug. 1914*

SUMMARY OF LEGISLATION DIRECTLY AFFECTING PUBLIC HIGH SCHOOLS ENACTED IN NORTH CAROLINA SINCE 1905.

I. The Public High School Law Enacted in 1907 and Amended in 1913.

Sec. 1. The County Board of Education, with the consent of the State Board of Education, may establish and maintain from 1 to 4 high schools.

Sec. 2. For each high school established under this act the County Board of Education shall appoint a committee of three whose duties, powers, and qualifications shall be similar to those of other public school committeemen.

Sec. 3. The courses of study and the requirements for admission shall be prescribed by the State Superintendent of Public Instruction, and the County Board shall operate the high schools under such regulations as the State Board may prescribe.

Sec. 4. All teachers in public high schools receiving State funds are required to hold the State High School Teachers' certificate issued by the State Board of Examiners. All public high schools operated under this act shall be inspected under the direction of the State Superintendent, and they shall render such reports as he may require.

Sec. 5. Provision must be made for thorough instruction in the elementary school, which shall run at least seven months, in connection with which the high school is operated. There must be at least two teachers in the elementary school and at least one in the high school for their full time, who may also exercise supervisory and disciplinary functions over the elementary school operated in connection with the high school.

* Prepared for use of A. F. Lesner's Doctoral Report

Sec. 6. Public high schools receiving State aid under this act are limited to places of less than 1,200. The County Board of Education may approve for the purpose of this act one regularly organized city high school of standard grade and may enter into an agreement with the trustees to admit high school pupils and public school teachers from a county. A city school so approved becomes subject to the provisions of the general high school law.

Sec. 7. The community in which a high school is located shall raise by local taxation, by local appropriation, by private donation, or otherwise, from $250 to $500 for high school instruction. This is deposited with the county treasurer who is also treasurer of the school fund. The County and the State each give a like amount, the amount to be given by the State coming from the special appropriation for high school instruction, and the amount from the County coming from the general County fund.

Sec. 8. The amount given by the State to any one high school shall not exceed $500 a year; nor shall more than 4 high schools in a county receive State aid.

Sec. 9. Schools receiving the minimum amount shall make an average attendance of 10 pupils. Those receiving the maximum amount shall make an average attendance of 20 pupils.

Sec. 10. An annual appropriation of $75,000 is made for the purposes of this act, to be distributed by the State Board of Education.

The rules and regulations of the State Board of Education governing the establishment and operation of public high schools and the distribution of the high school appropriation have the force of law. Some of the more important of these regulations require that the term of every high school receiving aid under this act must be not

less than twenty-eight weeks; that the public high school shall be open, without tuition, to all children of sufficient preparation to enter and to all public school teachers of the county; that the County Board of Education shall appropriate from the county school fund at least as much as the amount received from the State for high school instruction.

The buildings and equipment for a public high school must be provided by the local community and the County. No part of the high school fund can go for this purpose. The title to all public high school property, under the general law of the State, is vested in the County Board of Education.

Loan fund for high school dormitories: Section 4153 of the Revisal has been so amended as to allow a part of the loan fund to be used for the erection of dormitories for the rural high schools. Heretofore this fund has not been available for this purpose.

II. The County-Farm-Life School Law Enacted in 1911. (Copy Attached)

The main provisions of this were briefly summarized in the suggestions on the Chapter on Secondary Education sent you on August 24.

The County Farm-Life School Law of 1911 carries an annual appropriation of $25,000. It is this appropriation that is now made available for instruction in agriculture and domestic science in the public high schools. Thus the State appropriation for the public high school work has virtually been increased to $100,000.

III. Guilford County Farm-Life School Law Enacted for Guilford County in 1911 and Made of State-Wide Application in 1913.

Provision for agriculture and domestic science: Chapter 449 of the public local laws of 1911, entitled "An act to promote the teaching of agriculture and domestic science in the public high schools of Guilford County," has been so amended as to apply to the whole State. In making this special law for Guilford County of state-wide application it has been further amended so that no county is entitled to its benefits until a six months' school term has been provided in every district. This law simply makes it easier for counties to establish farm-life schools, and it authorizes the establishment of such schools in connection with the public high schools already in operation. When a county has complied with the provisions of the act, then it is entitled to receive for instruction in agriculture and domestic science an annual apportionment from the State Treasury of $2500. A summary of the provisions of the act follow:

1. A department of agricultural instruction and a department of training in domestic science and home economics shall be maintained in one or more public high schools in each county complying with the provisions of this act.

2. Schools receiving the benefits of this act shall be under the control and management of a board of trustees to be composed of the members of the county board of education, the chairman and the secretary of the trustees or committee of each school in which such departments are maintained.

3. After advertising and inviting bids, the county board of education designates the school or schools at which these departments shall be maintained, giving due consideration to "the financial aid offered for maintenance and equipment, desirability, and suitability of location: provided, that no such department shall be established in a school which is located in a town of more than one thousand inhabitants nor within two miles of the corporate limits of any city or town of more than five thousand inhabitants."

4. For the maintenance of such school or schools the county board of education "shall provide annually out of the public school fund, or by donation, or local tax, not exceeding twenty-five hundred dollars." Any school applying for the benefits to be derived under this act shall provide adequate buildings, dormitories, laboratories, apparatus, and a farm of not less than ten acres of arable land, all of which equipment must be approved by the State Superintendent of Public Instruction before any State or county funds are available.

5. The purposes of such schools shall be to give instruction in the branches now offered in the public high schools, in agriculture, and in home economics with a view to preparing boys and girls for agricultural pursuits and home making and home keeping. The courses of study are to be approved by the State Superintendent.

6. The teachers in the public high school, the teacher of agriculture, and the teacher of domestic science shall constitute the faculty of the county high schol.

7. When the requirements of this act are met by any county, the State is to apportion out of "funds appropriated for the maintenance of county farm-life schools, by chapter eighty-four of the public laws of 1911," an amount, not exceeding $2,500, equal to the amount put up by the county for this purpose.

8. "Nothing in this act shall be construed to lessen the power and authority of the principal of the high school, but the instructors in the various departments shall be considered members of the faculty of which the high school principal is head."

9. Teachers in such schools must hold from the State Superintendent the required certificates.

10. Schools may receive students upon a tuition basis from other counties.

11. The teachers of agriculture and domestic science shall do extension work in the county in cooperation with the State Department of Agriculture, etc.; shall hold township and district meetings for farmers and farmers' wives; and shall cooperate in other helpful ways.

12. No county shall use for the purpose of this act "any part of the funds provided by the state and county for the maintenance of public schools until after a six months' school term shall have been provided out of said funds in every district in the county."

The County Farm-Life School Law of 1911 carries an annual appropriation of $25,000. It is this appropriation that is now made available for instruction in agriculture and domestic science in the public high schools. Thus the State appropriation for the public high school work has virtually been increased to $100,000.

COUNTY FARM-LIFE SCHOOL LAW

AN ACT TO PROVIDE FOR THE ESTABLISHMENT AND MAINTENANCE OF COUNTY FARM-LIFE SCHOOLS AND FOR THE PROMOTION OF AGRICULTURE AND HOME MAKING. (Chapter 71, Public Laws of 1911.)

The General Assembly of North Carolina do enact:

SECTION 1. There shall be established and maintained in every county complying with the provisions of this act as hereinafter set forth a school to be known as a "County Farm-life School" for the training and preparation of the boys and girls of said county for farm life and home making.

THE AIM OF THE COUNTY FARM-LIFE SCHOOL.

SEC. 2. The aim of said school shall be to prepare boys for agricultural pursuits and farm life and to prepare girls for home making and housekeeping on the farm. The course of study in said school shall be subject to the approval of the State Superintendent of Public Instruction and an advisory board on farm-life schools, to be appointed by him: *Provided, however*, that the course of study shall include practical work on the farm by the boys and practical work in all subjects relating to housekeeping and home making by the girls.

BOARD OF TRUSTEES.

SEC. 3. Said school shall be under the control and management of a board of trustees, consisting of one member from each township in the county, appointed by the county board of education, who shall serve until their successors shall be appointed. The first board of trustees shall be divided by the county board of education into three as nearly equal groups as possible—one group shall be appointed for a term of two years, one group for a term of four years, and one group for a term of six years. Upon the expiration of the term of office of any trustee his successor shall be appointed for a term of six years. The county superintendent of Public Instruction shall be *ex officio* a member of said board and secretary thereof. All vacancies occurring by death, resignation or otherwise, in said board shall be filled for the unexpired term by the county board of education.

SEC. 4. Within ten days after any county, township or townships shall have complied with the provisions of this act as hereinafter set forth for the maintenance and equipment of said school, the members of the board of trustees shall be appointed, and the county superintendent shall duly notify them to meet at the county seat within ten days after their appointment to qualify and organize.

LOCATION.

SEC. 5. After due advertisement, inviting bids for the location of said school within said county, said board of trustees shall locate it at such place in said county as shall offer the largest financial aid for maintenance and equipment, having due regard for desirability and suitability of location: *Provided, however,* that said school shall not be located in any city or town of more than one thousand inhabitants, nor within two miles of the corporate limits of any city or town of more than five thousand inhabitants.

BUILDINGS, FARM, MAINTENANCE, ETC.

SEC. 6. For the maintenance of said school, the county or township or school district, or all combined, wherein it is located, shall provide annually, by taxation or otherwise, not less than twenty-five hundred dollars. The county or township or school district, or all combined, shall also provide by bond issue, or otherwise, the following equipment for said school: a school building with recitation rooms and laboratories and apparatus necessary for efficient instruction in the prescribed subjects of study; dormitory buildings with suitable accommodations for not less than twenty-five boys and twenty-five girls; a barn and dairy building with necessary equipment; a farm of not less than twenty-five acres of good arable land. All of said buildings shall be located on said farm and shall be constructed in accordance with plans approved by the State Superintendent of Public Instruction, and the entire equipment shall be subject to his approval and acceptance after inspection: *Provided, however,* that, upon recommendation of the board of trustees and the presentation of satisfactory reasons therefor, the State Superintendent of Public Instruction may grant permission to said board of trustees to accept any suitable and properly equipped school building already constructed, though it may not be located on said farm, provided it be located within reasonable and convenient distance thereof, and may also grant permission to reduce the required acreage for the farm to not less than ten acres.

PROVISION FOR ELECTION IN COUNTY.

SEC. 7. Upon written request of the county board of education of any county, the board of county commissioners of said county may in their discretion order an election to be held in said county, in accordance with the law governing general elections therein, as nearly as may be: *Provided, however,* that a new registration shall be ordered for said election; and not less than thirty days notice of said election shall be given at the court house door and three other public places in said county; and if there be newspapers published in said county, a notice of said election shall also be publisned weekly for four successive weeks preceding said election in one newspaper therein; and the registrars and pollholders shall canvass the vote cast, declare the result, and duly certify the returns to the board of county commissioners, and the

returns shall be recorded in the records of said board of county commissioners. At said election shall be submitted to the qualified voters of the county the question of levying and collecting a special tax on all taxable property and polls of said county for the maintenance and equipment of a "County Farm-life School" therein. At such election those favoring the levying and collection of such a tax for said purpose shall vote a ballot on which shall be written or printed the words "For County Farm-life School"; and those opposed shall vote a ballot on which shall be written or printed the words "Against County Farm-life School." If a majority of the qualified voters shall vote "For County Farm-life School," then all the provisions of this act shall be in full force and effect, and the county commissioners shall annually levy and cause to be collected, in the same manner and at the same time as other taxes of the county are levied and collected, a tax on all property and polls of the county sufficient to provide the sum required of said county under section six of this act for the annual maintenance of said school, and, in addition, the sum required for the payment of the annual interest on such bond issue as may be found necessary for providing the equipment for said school required under section six of this act, as said interest accrues, and to create a sinking fund for the purpose of paying off and discharging said bonds as they become due. The bond of the sheriff or tax collector of said county shall be responsible for said tax to the same extent as it is liable for other taxes collected by him.

BONDS TO BE ISSUED.

SEC. 8. If a majority of the qualified voters at the election herein provided for shall vote "For County Farm-life School," it shall be deemed and held that a majority of the qualified voters are in favor of granting to the board of county commissioners of said county authority to issue bonds in an amount not to exceed twenty-five thousand dollars for the purpose of providing the necessary equipment prescribed in section six of this act; and such authority shall be granted to and vested in said board of county commissioners and said board is hereby authorized and empowered to issue and sell bonds in the name of said county to an amount not to exceed twenty-five thousand dollars, of such denomination and of such proportion as said board of county commissioners may deem advisable, bearing interest at a rate not to exceed six per centum, with interest coupons attached, payable at such time or times and at such place or places as may be deemed advisable by said board of county commissioners, such bonds to be of such form and tenor and transferable in such way, and the principal thereof payable or redeemable at such time or times, not less than fifteen years from the date thereof, and at such place or places as said board of county commissioners may determine. The proceeds arising from the sale of said bonds shall be expended by said board of county commissioners in providing,

by purchase or otherwise, the equipment in land, buildings and apparatus required in section six of this act for the "County Farm-life School": *Provided, however*, that the treasurer of said county shall receive no compensation for receiving or disbursing the money which may be received from the sale of said bonds.

ELECTION IN TOWNSHIP—ISSUANCE OF BONDS TO SECURE LOCATION.

SEC. 9. The county commissioners of any county that has voted for the establishment of a "County Farm-life School" therein shall, upon petition of one-fourth of the freeholders in any township applying to the trustees of said "County Farm-life School" to secure the location of said school therein, order an election therein, to be held after thirty days notice at three public places in said township, under the law governing State and county elections as nearly as may be, and the returns of said election shall be certified by the registrars and pollholders to the board of county commissioners, and the same shall be recorded in the records of said county commissioners; at which election shall be submitted to the qualified voters of said township the question of issuing bonds in a sum not to exceed twenty-five thousand dollars, the amount of said bond issue to be set out in the petition for said election, and of levying and collecting on all taxable property and polls in said township a special tax sufficient to provide for the payment of the interest on said township bonds as it accrues and to create a sinking fund for the purpose of paying off and discharging said township bonds as they become due. At such election, those favoring the levying and collection of such a tax for said purpose shall vote a ballot on which shall be written or printed the words "For County Farm-life School," and those opposed shall vote a ballot on which shall be written or printed the words "Against County Farm-life School." If a majority of the qualified voters at said election shall vote "For County Farm-life School," then it shall be deemed and held that a majority of the qualified voters are in favor of granting to the board of county commissioners of said county authority to issue bonds in the name of said township in such amount as shall have been named in the petition and notice of election, to be sold by said commissioners for the purpose of aiding in providing the buildings and farm and other equipment for the "County Farm-life School," provided said school shall be located in said township; and if said school shall be located in said township, the board of county commissioners shall annually levy and cause to be collected, in the same manner and at the same time as other taxes of the county are levied and collected, a tax on all property and polls in said township, sufficient to provide for the payment of interest on said township bonds as it accrues and to create a sinking fund for the purpose of paying off and discharging said township bonds as they become due; and said board of county commissioners is hereby authorized and empowered to issue and sell said bonds of said township to the amount

specified in said petition and notice of election, of such denomination and of such proportion as said board of county commissioners may deem advisable, bearing interest at a rate not to exceed six per centum, with interest coupons attached, payable at the time or times, and at the same place or places, and of the same form and tenor, and the principal thereof payable or redeemable at the same time or times and at the same place or places as the county bonds issued by said board of county commissioners for the equipment of said "County Farm-life School." The proceeds arising from the sale of said township bonds shall be added to the proceeds arising from the sale of said county bonds and expended therewith by said board of county commissioners in providing, by purchase or otherwise, the equipment in land, buildings and apparatus required in this act for the "County Farm-life School": *Provided, however*, that any two or more contiguous townships bidding for the location of said "County Farm-life School" may unite and hold an election upon the same terms and conditions as are herein provided for one township for the location of the "County Farm-life School" at such point in said townships as may be determined by the board of trustees of said "County Farm-life School": *Provided*, that the amount of bonds authorized to be issued by one or more townships in order to secure the location of the "County Farm-life School" in a given township shall be deducted from the amount of bonds authorized to be issued by the county, so as to limit the total issue of the bonds for farm, buildings and equipment to twenty-five thousand dollars.

IF ELECTION FAILS IN COUNTY, TOWNSHIP OR CONTIGUOUS TOWNSHIPS MAY PROVIDE FOR ESTABLISHMENT OF COUNTY FARM-LIFE SCHOOL.

SEC. 10. In case an election shall be ordered and held in any county as herein provided, for the establishment and maintenance of a "County Farm-life School" therein, and a majority of the qualified voters at such election shall fail to vote "For County Farm-life School" any township in said county, or any two or more contiguous townships in said county, shall, upon petition of one-fourth of the freeholders therein to the board of county commissioners of said county, have an election ordered by said commissioners upon the same terms and conditions prescribed in section nine of this act: *Provided*, that a new registration shall be ordered; and if in such election a majority of the qualified voters in said township or townships shall vote "For County Farm-life School," then, in that event, it shall be deemed and held that the board of county commissioners of said county is authorized and empowered to issue and sell bonds in the name of said township or townships in an amount not to exceed twenty-five thousand dollars, and to levy and cause to be collected in the same manner and at the same time as other taxes of the county are levied and collected, a sufficient tax on all property and polls in said township or townships to comply with all the conditions named in this

act for the maintenance and equipment of a "County Farm-life School," subject to the same conditions as are herein provided for the issuance and sale of county bonds and the levying and collection of a county tax for said purpose; and the said "County Farm-life School" shall thereupon be located at such point in said township or townships as may be determined by the board of trustees of said "County Farm-life School" provided for in this act; and such school, when thus established, shall be a "County Farm-life School" for said county, and shall be subject to all the rights, privileges and obligations and conditions prescribed in this act for "County Farm-life Schools," except as herein otherwise provided: *Provided further*, that at any time after the establishment of said "County Farm-life School" by the township or townships under the provisions of this section, the county may, under the provisions of section seven of this act, hold an election as therein provided; and if at said election a majority of the qualified voters of the county shall vote "For County Farm-life School," and the tax and bond issue provided for in said section seven for the maintenance and equipment of a county farm-life school shall be provided, as directed therein, by the county commissioners for the entire county, said school, established under this section by the township or townships, shall become a county farm-life school in all respects like a county farm-life school established under section seven hereof; and the bonds of the township or townships and the tax levied for the maintenance of said school and for interest and sinking fund on said bonds, under this section, shall be assumed by the entire county, as provided in section seven hereof, and the bonds of said township or townships shall be canceled by substituting therefor the county bonds provided for in section seven hereof.

HIGH SCHOOL DEPARTMENT CONDUCTED IN CONNECTION WITH COUNTY FARM-LIFE SCHOOL.

SEC. 11. There shall be established and maintained in connection with each county farm-life school such a high school course of study as is prescribed under the high school law of the State for first-grade public high schools, and for the maintenance of such high school department of the county farm-life school there shall be the same county and State apportionments as are now made and required for a first-grade public high school under the provisions of the public high school law of the State. If an additional apportionment for said high school department of said school cannot be made out of the State appropriation for public high schools, then the State and county appropriations for one or more of the existing high schools in said county shall be transferred to the maintenance and support of said high school department of said county farm-life school. If said county farm-life school shall be located at the same place with some existing public high school in said county established and maintained under the public high

school law of the State, then said public high school shall be merged into and become the high school department of said county farm-life school as an organic part thereof; and the appropriations for the maintenance thereof shall be the same as the appropriations now required for a first-grade public high school under the provisions of the public high school law of the State. The requirements for teachers in said high school department of the county farm-life school shall be the same as are now required for high-school teachers under the said high school law. Said high school department and course of study, however, and the entire management of the same shall be under the direction and control of the board of trustees and the principal of the county farm-life school, and shall be conducted as an organic part of said school.

CERTIFICATION OF TEACHERS.

SEC. 12. No person shall be employed as principal in charge or any "County Farm-life School" who does not hold a high school teacher's certificate on all required subjects except Latin, Greek, and modern languages, including an additional certificate from the State Board of Examiners and the president of the North Carolina College of Agriculture and Mechanic Arts, stating that he has furnished satisfactory evidence to them of his qualifications by special training and practical experience for said position. And no person shall be employed in the department of said "County Farm-life School" for the special training of girls for home making and housekeeping on the farm who does not hold a high school teacher's certificate on all required subjects except Latin, Greek, and modern languages, including an additional certificate from the State Board of Examiners and the president of the State Normal and Industrial College, stating that such person has furnished to them satisfactory evidence of qualifications by special training and practical experience for said position.

AGRICULTURAL AND FARM-LIFE EXTENSION AND DEMONSTRATION—SHORT COURSES FOR ADULTS, MEN AND WOMEN.

SEC. 13. It shall be a part of the duty of the faculty of each "County Farm-life School" to conduct agricultural farm-life extension and demonstration work in said county, in coöperation, as far as possible, with such work carried on in said county by the State Department of Agriculture, the North Carolina College of Agriculture and Mechanic Arts, and the United States Department of Agriculture; to hold township and district meetings in various parts of the county from time to time for farmers and farmers' wives; to coöperate with the county superintendent of public instruction and with the county commissioner of agriculture, where such officer exists, in stimulating, directing, and supervising practical farm-life work in the public high schools and the elementary schools of the county, and in providing instruction, through the county teachers' association and through

special short courses of study at said "County Farm-life School," for the public school teachers of said county. There shall be provided in the courses of study of said "County Farm-life School" short courses in farm-life studies to which shall be admitted adult farmers, men and women; and there shall be held at said "County Farm-life School" annually one or more county meetings for the farmers and their wives of said county for instruction and demonstration work. All of the work herein required and all other work of the "County Farm-life School" shall be under the general supervision of the county superintendent of public instruction, and said school shall in all respects be an organic part of the county public school system.

ADMISSION OF STUDENTS FROM OTHER COUNTIES.

SEC. 14. The board of trustees of the "County Farm-life School" of any county is hereby authorized and empowered to admit students from other counties of the State to said school upon payment of such rate of tuition as said board of trustees may fix; but all students who are residents of the county in which said school is located shall be admitted to said school without charge for tuition, except as provided for in section ten of this act; and said board of trustees shall fix all other charges in said school at actual cost.

TREASURER OF COUNTY FARM-LIFE SCHOOL.

SEC. 15. The treasurer of said county shall be the treasurer of said "County Farm-life School," and shall receive and disburse all funds therefor, keeping and rendering annually to the board of trustees of said school a separate account of such receipts and disbursements: *Provided*, that said treasurer, if employed on salary, shall receive no additional compensation for his services; and if employed on commission, he shall receive as compensation not to exceed one per cent on all disbursements and nothing on receipts. The official bond of said treasurer shall be responsible and held liable for all funds coming into his hands for said school to the same extent as it is liable for other funds received by him as treasurer of said county.

THE CORPORATE NAME.

SEC. 16. The board of trustees of the said "County Farm-life School" and their successors in office shall be and are hereby constituted a body corporate by the name and style of "The Board of Trustees of the County Farm-life School of .....County," and by that name may sue and be sued, contract and be contracted with, purchase, hold and sell real estate and personal property, receive donations by gift or otherwise, and exercise such other rights and privileges as are conferred by law upon corporate bodies. The title to all lands and other property of the "County Farm-life School" shall vest in said board of trustees.

APPROPRIATION OF STATE FUNDS.

SEC. 17. Upon satisfactory evidence furnished to the State Board of Education that all the provisions of this act for the establishment, maintenance and equipment of a "County Farm-life School" have been complied with in any county, the said State Board of Education shall order the State Superintendent of Public Instruction to issue a requisition upon the State Auditor for the sum of two thousand five hundred dollars annually for the maintenance of said school, and the State Auditor shall issue his warrant in favor of the county treasurer of said county for said amount, which shall be paid out of the State Treasury and the money placed to the credit of the "County Farm-life School" of said county; and sufficient moneys to pay said warrants are hereby appropriated out of any funds in the hands of the State Treasurer not otherwise appropriated: *Provided, however*, that there shall not be established more than ten such schools in any one year, and that not more than one such school shall be established in any county.

SEC. 18. This act shall be in full force and effect from and after its ratification.

Ratified this the 3d day of March, A. D. 1911.

1911, c. 84.

SPECIAL COUNTY TAXATION FOR SCHOOLS

AN ACT TO AUTHORIZE ANY COUNTY IN NORTH CAROLINA TO VOTE UPON THE LEVYING AND COLLECTION OF A SPECIAL TAX ON PROPERTY AND POLLS TO SUPPLEMENT THE COUNTY SCHOOL FUND OF SAID COUNTY.

The General Assembly of North Carolina do enact:

SECTION 1. That the county commissioners of any county, upon the petition of the county board of education of said county, may order an election to be held in said county to ascertain the will of the people whether there shall be levied on all taxable property and polls of said county a special tax, not to exceed thirty cents on the one hundred dollars valuation of property and ninety cents on each poll, to supplement the county school fund of said county.

SEC. 2. That said election shall be conducted for the county as nearly as may be under the same rules and regulations governing district special school tax elections, as set out in section four thousand one hundred and fifteen of The Revisal of one thousand nine hundred and five of North Carolina.

SEC. 3. That in case a majority of the qualified voters at said election shall vote in favor of said tax, the same shall be annually levied and collected in the same manner and at the same time as other taxes of the county are levied and collected.

SEC. 4. That in case a majority of the qualified voters at said election in any township of said county shall vote for said special tax, the same shall be annually levied and collected in said township in the same manner and at the same time as other taxes are levied and collected, and used to supplement the school fund of said township.

SEC. 5. That in case a majority of the qualified voters at said election in any township or in the entire county shall vote in favor of said special tax, on petition of a majority of the members of the board of trustees or the school committee of any existing special tax district within said township or county so voting, the county commissioners shall reduce the annual special local tax levy of said district by an amount not exceeding the special levy provided for the county or township under this act.

SEC. 6. That in case a majority of the qualified voters at said election in any county shall fail to vote for said special tax, on petition of a majority of the members of the county board of education of said county, the county commissioners may, after thirty days notice, order an election in any subsequent year after the first election for the same purpose and under the same regulations as the first election herein provided for in any or all of the townships of said county that shall have failed to carry said special tax in the former election.

SEC. 7. That the expense of holding said election shall be paid out of the county school fund of said county.

SEC. 8. That this act shall be in full force and effect from and after its ratification.

Ratified this the 3d day of March, A. D. 1911.

1911, c. 71.

IV. Law Providing for a State Board of Examiners to Examine High School Teachers (and others applying for State Certificates) and to License Those Found Qualified.

The legislature of 1907 provided for the examination and certification of high school teachers by a state board of examiners, consisting of six members of which board the State Superintendent is Chairman.

RECORD OF ACTIVITIES

July 1 to September 30, 1914.

N. W. Walker,

Professor of Secondary Education,

University of North Carolina.

From June 16th to July 30th the University Summer School was in session, and during this period my time was wholly occupied with its direction and administration. We had the most successful summer session the University has ever had. There were 596 enrolled, most of whom were teachers. There were in attendance close on to 200 high school teachers and prospective teachers.

The greater part of August my time was occupied in revising the North Carolina Handbook for High School Teachers, which contains the high school courses of study, list of texts, and practical suggestions to high school teachers.

A good part of September has been occupied with the preparation of my annual report and with office work--the preparation of directions for the year's work, correspondence with principals and superintendents relating thereto, the employment of teachers, the gathering of delayed reports, etc.

Not to mention my frequent trips to Raleigh for conference with the State Superintendent of Public Instruction about the applications for new high schools, increased apportionments, and the apportionment of the high school fund, my outside activities during the period covered by this report have been briefly as follows:

July 17th. Attended meeting of the Committee on Vocational Education called by the State Superintendent of Public Instruction.

This committee has in charge the preparation of the courses of study for the Farm-Life Schools.

Aug. 18. Attended another meeting of the Committee on Vocational Education at the office of the State Superintendent of Public Instruction. The courses of study and the prescribed equipment were submitted by the Secretary and approved, and a bulletin containing them has since been issued from the office of the State Superintendent.

Aug. 31. I was called to Roxboro to assist the County Superintendent of Public Instruction in getting the Bethel Hill High School account straightened out. The treasurer reported a deficit of $396.43, and the committee did not understand how this could be, nor could the Superintendent explain how it came about. I went over the accounts and found that the County Board had not made the apportionment of $250 which it should have made and that the County Sheriff had in hand at that time $125 of the 1912 special high school tax and $135 of the 1913 special high school tax for which he had not accounted. So it was found that instead of a deficit of $396.43 as reported by the treasurer, there should be a balance to the credit of the school of $113.57 as soon as the county board and the sheriff should make good their delinquencies. The superintendent assured me that this would be done at once.

Sept. 3. I attended an educational rally at the opening of the Abbottsburg High School and addressed the people. Bladen County in which this school is located is very backward educationally, and it is an exceedingly difficult task to develop high schools of more than local importance and patronage. The people of this particular community are interested and are supporting the school this year fairly well. Plans are now on foot to enlarge the building, erect a dormitory, and possibly make applica-

tion for a farm-life school.

Sept. 12. I attended a big educational rally in Currituck County and spoke at the dedicatory exercises of the new high school building at Poplar Branch. The people of this community had out of slender means and against great odds erected a nice $3,000 wooden building for the high school department. This is the only high school in the county. I have never seen such interest manifested by the people of this county in any educational enterprise as they manifested in this school on this occasion. The county was represented from one end to the other.

On the morning of Sept. 14, I was present at the opening of the school and addressed the students and citizens who came out for the opening exercises. Sixteen of the twenty-eight elementary schools in the county were represented in the enrollment the first day, and the principal told me that several others would be represented within a week or two.

Sept. 24. I went to the Cary High School in Wake County. This community has just erected a modern brick high school building at a cost of $32,500. The high school plant at this place is worth $40,000. The community voted $25,000 in bonds for this building last spring, the county assisted with an appropriation of $5,000, and a small loan was secured from the State.

This is one of the two farm-life high schools of Wake County, and so has a farm, dormitories, shops, etc., and well organized departments of agriculture and home economics. This school offers a good four-year course. It has considerably over one hundred students from Wake and other counties.

Sept. 28. I attended an educational rally at Bladenboro at the opening of the high school and addressed the people of the

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Sept. 28. I attended an educational rally at Bladenboro at the opening of the high school and addressed the people of the

community on the needs of the high school and the sort of support they should give it. This school is sadly in need of a building, and it will never develop until it gets one. The establishment of a farm-life department was urged, and a plan was put on foot to get authority from the next legislature to vote bonds for a new building and for equipping a farm-life department. A Woman's Betterment Association for general school and town improvement was organized, and considerable interest was shown in the plan proposed for enlarging the high school and increasing its usefulness and efficiency.

During the spring and summer there has been more building activity among the country high schools than ever before for a like period of time. During the year high school buildings have been erected costing over $250,000. A full report of this phase of our recent high school development will appear in my annual report soon to be published by the State Department of Education.

N. W. Walker,

Oct. 1, 1914. Professor of Secondary Education,

Chapel Hill, N. C.

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GENERAL EDUCATION

REPORT OF N. W. WALKER,
PROFESSOR OF SECONDARY EDUCATION
UNIVERSITY OF NORTH CAROLINA

JANUARY, 1915.

"A"--Calendar

Jan. 1 Office Work.

" 2 At Raleigh in conference with State Superintendent Joyner, considering changes in the school law and new school legislation to be proposed to the incoming legislature.

" 3 Left for Currituck and Camden counties.

" 4 Appeared before the County Board of Education at Currituck Courthouse in the forenoon with the Committee of Poplar Branch High School and asked for increased support for this school. The board granted it.
Appeared before a joint meeting of the County Board of Education and the South Mills High School Committee at Camden Courthouse in the afternoon for the purpose of getting this committee and County Board to come to an agreement as to the financial support to be given this school by the county. The matter was adjusted to the satisfaction of all concerned.

" 5 At Raleigh in conference with State Superintedent Joyner. Considering further new legislation to be proposed.

" 6 Office Work.

" 7 Office Work.

" 8 Office Work.

" 9 Addressed the Colored Teachers' Association of Wake County, at Raleigh, on the proposed Berry O'Kelly Industrial School to be established at Method in Wake County.

" 11 Office Work.

" 12 Office Work.

" 13 Left for McDowell and Burke counties.

" 14 Visited the high schools at Marion and Nebo in McDowell County.

" 15 Visited the Glen Alpine High School in Burke County. Met with the Committee and proposed a bond issue for a new building. Committee doubts advisability of undertaking a bond issue.
Conferred with the County Superintendent, Chairman of the County Board, and the Attorney for the County Board and proposed a bond issue for a new building for the Nebo High School. They think it can be carried. A campaign is launched for it.

Jan. 16 Returned to Chapel Hill.

" 18 Office Work.

" 19 Office Work.

" 20 Office Work.

" 21 Office Work.

" 22 Office Work.

" 23 Office Work.

" 25 Office Work.

" 26 Office Work.

" 27 Left for Nash, Edgecombe, and Halifax counties.

" 28 Visited the Castalia High School, Nashville Graded School, and Red Oak High School in Nash County in company with the County Superintendent of Schools.

" 29 Visited the Enfield High School in Halifax County and the Battleboro High School in Edgecombe County. Delivered public educational address at Nashville in the evening.

" 30 Addressed the County Teachers' Association of Nash County at Nashville.

Respectfully submitted,

A. C. Dixon

"B"--Supplementary Activities.

I have communicated with forty county superintendents during the month, urging upon them the necessity for getting special acts passed by the State Legislature now in session authorizing the issuance of bonds for new high school buildings for fifty-six high schools now in operation. I have visited several of these schools, as shown by the calender on the preceding page, and in each case, where the school was without a modern building well equipped, have taken up the matter with the superintendent and local board. A large number of the schools I have communicated with have replied favorably and have asked me to prepare the bills and present them. In conference with the State Superintendent of Public Instruction we have had a general bill which will authorize any of these schools to issue bonds for building and equipping modern school houses.

I have also edited and published the January number of the High School Bulletin and Bulletin No. 2 of the Southern Commission on Accredited Schools of the Southern States, containing the revised list of accredited schools for the several states, and have spent some time making the preliminary arrangements and getting out the preliminary announcements of the University of North Carolina Summer School for 1915.

During the week January 18 to 23 I was kept away from my field work because of a severe cold and sore throat which made it necessary for me to cancel five appointments.

Respectfully submitted,

NWW-OL

N. W. Walker

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GENERAL EDUCATION BOARD

REPORT OF N. W. WALKER
PROFESSOR OF SECONDARY EDUCATION
UNIVERSITY OF NORTH CAROLINA

FEBRUARY, 1915.

"A"--Calendar.

Feb. 1. Office work.
" 2. " "
" 3. " "
" 4. At Raleigh assisting State Superintendent of Public Instruction.
" 5. At Raleigh.
" 6. Office work.
" 8, Office work.
" 9. At Raleigh.
" 10. At Raleigh.
" 11. At Raleigh.
" 12. At Raleigh.
" 13. Office work.
" 15. Office work.
" 16. At Raleigh.
" 17. At Raleigh.
" 18. At Raleigh.
" 19. Office work.
" 20. At Raleigh.
" 22. At Raleigh.
" 23. At Raleigh.
" 24. Office work.
" 25. Office work.
" 26. Office work.
" 27. At Raleigh.

"B"--Supplementary Statement of Activities.

At the request of the State Superintendent of Public Instruction, I gave up all outside appointments for the month of February in order to stay in Raleigh as much as possible and assist him with his school measures before the legislature now in session. For this reason, I have visited no schools. My time has been taken up with the preparation of several educational bills, particularly the educational omnibus bill, with the preparation of the explanations of the different bills for the committees on education, and in assisting with the presentation of the bills before these committees.

EDUCATIONAL PROGRESS IN NORTH CAROLINA
June 1914 to June 1915

From the Report of
Professor Walker

During the past year the development of the public rural high schools in North Carolina has gone steadily forward, notwithstanding the fact that the demands made upon them have been all out of proportion to the financial assistance given them for meeting these demands. The attendance has been greatly increased, improvements have been made in the internal organization of most of them, many new buildings have been erected, a number of dormitories have been provided, farm life school departments have been added in more schools, and numerous other improvements have been made. All of this goes to indicate an increased interest in secondary education on the part of both pupils and patrons, which interest constitutes one of their greatest educational assets.

New School Legislation

In the General Assembly of 1915 a law of more or

Types of New High School Buildings Erected in North Carolina

Lumber Bridge High School
(Cost $7,500)

Philadelphus High School
(Cost $15,000)

less importance was passed authorizing the board of aldermen of a town or city to issue bonds for school purposes in such amount as the board of aldermen may deem necessary, without a special act of the legislature giving this specific authority as was formerly required.

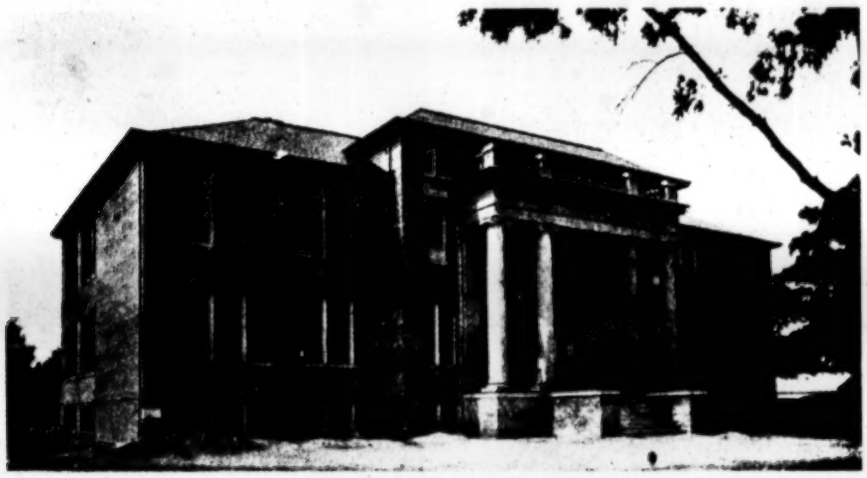
The minimum apportionment from state funds to a high school was reduced from $250 to $200, and the maximum apportionment was increased from $500 to $600.

Formerly the apportionments by the counties to the public high schools were made under the requirements of the State Board of Education, and not under specific requirement of law. In the future by statutory requirement the county must make an apportionment out of the general county school fund to each of its public high schools receiving state aid at least equal to that made by the state; and it may make a larger apportionment. However, in making a larger one the county's demands upon the state equalizing fund cannot be increased.

A high school must now have an average daily attendance of at least twenty pupils for the entire term, instead of ten as formerly, in order to be entitled to a state apportionment.

Better School Buildings

In no phase of school improvement has progress been more marked in recent years than in the matter of better buildings. Every care is taken by intelligent communities to see that the location of the school is good; that the building is properly and conveniently planned for school purposes; is attractive in design and is well constructed; that the heating, lighting,



Cary Hill School
(Cost $32,500)

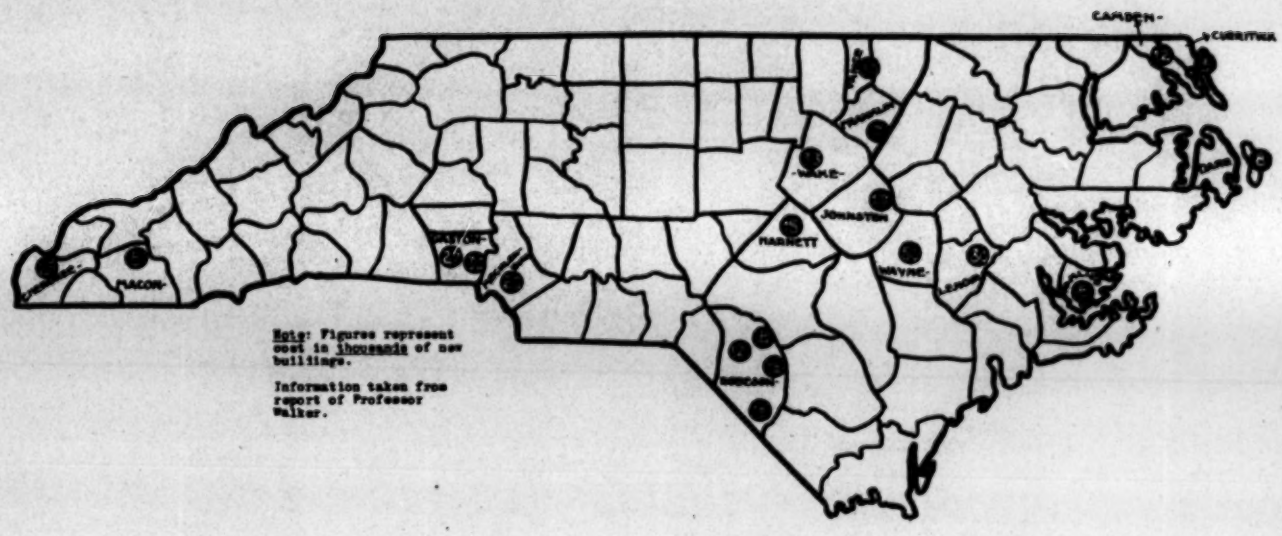
ventilation, water supply, and sanitary provisions are safe and right; that the grounds are improved and beautified; that the school plant, in a word, "is a community asset and not a community liability----a community landmark to which the citizen can point with pride, and not a community eyesore for which he has to apologize."

New High School Buildings

Twenty communities have recently issued bonds for new buildings or have erected them. Others have erected dormitories or made improvements on old buildings. The total amount expended for new buildings during the year has been $370,000. (See map showing locations of new high schools on page following.) A number of additional communities are taking steps to provide new buildings. Within the next two-year period new high school buildings costing $500,000 should and probably will be erected.

LOCATIONS OF TOWNS IN NORTH CAROLINA WHERE NEW HIGH SCHOOL BUILDINGS WERE ERECTED DURING 1914-15 OR WHERE BONDS WERE VOTED FOR THEIR ERECTION

(Total Cost, $370,000)



Note: Figures represent cost in thousands of new buildings.

Information taken from report of Professor Walker.

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REPORT OF ACTIVITIES FOR THE MONTH OF
JANUARY, 1916.

N. W. WALKER, CHAPEL HILL, N.C.

During the first half of the month a greater part of my time was given to planning the work of the University Summer School for 1916. A great deal of time was taken up with conferences with the heads of the different departments and with general correspondence.

The latter half of the month was taken up with a trip to western North Carolina and with work for the State Board of Examiners, my time being spent partly at Raleigh and partly at Chapel Hill. Several days were spent in meetings with the Board for the purpose of revising under the amended law the rules and regulations governing the issuance and renewal of High School Teachers' Certificates. After the principles and policies had been outlined the matter was turned over to me to be rewritten and put in shape for publication.

During the month I have prepared the following publications:

High School Leaflet No. 6---Report of Activities.

High School Leaflet No. 7---Rules and Regulations Governing the Issuance and Renewal of High School Teachers' Certificates.

The January Number of the North Carolina High School Bulletin.

Pamphlet for the Chapel Hill School Board---Acts Relating to the Chapel Hill Public School.

Bulletin No. 3 of the Southern Commission on Accredited Schools.

C A L E N D A R.

January 1, Saturday--In the office. Conferences with H. B. Marrow, Principal of the Battleboro High School, and Wade Kornegay, Principal of the Hoffman High School, with reference to their work.

January 3, Monday--In the office. General correspondence.

January 4, Tuesday--In the office.

January 5, Wednesday--In the office in the morning; meeting with the Jeanes Commission for the study of race relations in the South in the afternoon.

January 6, Thursday-- In the office. Busy with conferences on Summer School work.

January 7, Friday--In the office. General correspondence.

January 8, Saturday--In the office.

January 11, Tuesday--In the office. Met with Chapel Hill School Board to consider several changes in the plans of the new high school building under construction.

January 12, Wednesday--In the office. Conference with President Graham about Summer School work.

January 13, Thursday--In the office.

January 14, Friday--In the office.

January 15, Saturday--In the office.

January 16, Sunday--Went to western North Carolina.

January 17, Monday--Meeting with Supt. W. H. Hipps and county board of education of Buncombe County to consider plans for three new school buildings; one for the Barnardsville High School, which voted bonds for a new building last spring, one for the Mt. Carmel High School, for which a issue of $12,000 in bonds was voted on January 11th on a enlarged district consolidating three districts of the township, and one for West Asheville, which will cost about $35,000. I visited the West Asheville school in the afternoon and addressed the Chamber of Commerce that night.

January 18, Tuesday--Went to Raleigh at the call of the State Superintendent of Public Instruction.

January 19, Wednesday--Attended meeting of the State Board of Examiners.

January 20, Thursday--Attended meeting of the State Board of Examiners.

January 21, Friday--In the office. General correspondence.

January 22, Saturday--In Raleigh attending committee meeting of the State Board of Examiners.

January 24, Monday--In the office.

January 25, Tuesday--In the Office.

January 26, Wednesday--In the office.

January 27, Thursday--In the office.

January 28, Friday--In the office.

January 29, Saturday--Went to Raleigh at the call of the State Superintendent of Public Instruction and Secretary of the Teachers' Assembly to meet with Executive Committee and Program Committee.

January 31, Monday--In Raleigh attending meeting of the State Board of Examiners.

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REPORT OF ACTIVITIES FOR THE MONTH OF
FEBRUARY, 1916.

N. W. WALKER, CHAPEL HILL, N.C.

The first week of the month was taken up with a trip to Currituck County to assist Supt. Isley in a campaign for a bond issue for a new high school. The Poplar Branch High School building was burned in October, and a campaign is now on to vote a bond issue of $15,000 on the township for the purpose of erecting a new building this spring. I spoke on this issue at the following places: Newbern's Landing, Jarvisburg, Narrows Shore, Grandy, and Poplar Branch.

The last week in the month was taken up with a trip to Cumberland County. While there I visited the following schools: the Fayetteville City High School, and the state-aided high schools at Stedman and Eastover. I attended the meeting of the County Teachers' Association on the night of the 25th and delivered an illustrated lecture on the development of the high schools, with particular attention to the recent development of the farm life departments.

The rest of the month was spent in the office attending to correspondence, arranging for the district contests to be held in April and planning for the University Summer School.

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ACCOUNT OF ACTIVITIES FOR AUGUST, 1916.
N.W. WALKER, CHAPEL HILL, N.C.

August 2-4: Trip to Union County to deliver an address on Community Civics (August 3) before the Community Service School conducted at Indian Trail.

August 7-9: Trip to Sampson County to deliver an address on Community Civics (August 8) before a Community Service School conducted at Laurel Hill.

August 11-12: Trip to Raleigh to assist Secretary of the State Board of Examiners and to confer with Supt. Joyner regarding high school apportionments for the ensuing year.

August 16: Trip to Raleigh to submit report and recommendations to Supt. Joyner and the State Board of Education relative to the distribution of the $75,000 high school appropriation and the apportionments to the various high schools for the year 1916-'17. A full report showing the distribution of this fund, of new schools established, and of old schools discontinued will be found in my forthcoming Annual Report to the State Superintendent of Public Instruction.

August 16-19: Trip to Sampson County. I went to Sampson on this occasion at the request of Supt. L. L. Matthews and the county board of education to assist the board and superintendent in locating a new high school. Supt. Matthews, Mr. John L. Hathcock, and myself visited Salemburg, Roseboro, Harrell's Store, and Ingold, the four communities applying for the school. Salemburg was the place selected for the new school, I addressed an educational gathering at Salemburg on the 17th and one at Ingold on the 18th.

August 25-27: Trip to Lenoir County to confer with Supt. of Schools, Joseph Kinsey, and local authorities relative to establishing a new high school at Pink Hill. Conditions were found to be favorable and the school will be established this fall.

August 30-31: Trip to Winston-Salem at the invitation of Dr. S. G. Atkins, president of the Slater School, to address the students of his Summer School, and at the request of Mr. E. E. Sams, Supervisor of Teacher Training, to confer with him and Pres. Atkins relative to proposed changes in his school.

SUMMARY.

Addresses:

August 3 - At Indian Train, Union County.
" 8 - " Laurel Hill, Sampson County.
" 17 - " Salemburg, Sampson County.
" 18 - " Ingold, Sampson County.
" 31 - " Slater School, Winston-Salem, N.C.

Publications:

Edited July number of North Carolina High School Bulletin.
Prepared High School Leaflet No. 9 - "Course of Study, Organization, and Suggested Textbooks."

Miscellaneous:

(1) Prepared and sent out High School Letter No. 15, notifying county superintendents of the distribution of the high school fund of $75,000, and the apportionments to the various schools.

(2) Made up annual high school report in part.
(3) Finished up odds and ends of work relating to University Summer School which closed July 29.
(4) Attended meeting of State Board of Examiners and assisted with grading examination papers.

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REPORT OF ACTIVITIES FOR SEPTEMBER, 1916.
N. W. Walker, Chapel Hill, N.C.

September 3-7: Trip to Stanly, Montgomery, Stokes, Surry, and Yadkin counties.

Norwood, Sept.4: On the morning of the 4th I attended an educational rally at Norwood held in connection with the opening of the fall term and delivered an address. Norwood is applying for State aid for a public high school, and it is well located to serve the lower part of Stanly County. This school can meet the requirements, but we shall not be able to render State aid for at least a year. The school is housed in a good two-story brick building built in 1913 at a cost of about $18,000. There were 46 high school pupils present the opening day, and for the year the number will probably reach 75. This school at present offers a meagre 4-year course. Equipment and additional teachers are needed.

Mt. Gilead, Sept. 4: From Norwood I went to Mt. Gilead in Montgomery County and delivered an address at the dedication of the new school building at this place. The dedication exercises were held in connection with an educational rally at the opening of the session (Sept. 4). The new building here is an excellent house, properly arranged and well constructed. It has just been completed at a cost of a little less than $25,000. Bonds to the amount of $20,000 were voted for this building in 1915. The house is two stories high above basement. There are 10 classrooms, principal's office, library, auditorium, etc. It is heated by steam and has its own independent deep well water supply and sewer facilities. All classrooms are lighted from one side by austral windows. Mt. Gilead is applying for State aid for a public high school, and it will be in a position to meet all requirements just as soon as we can give it an apportionment. It is well situated to serve the western part of Montgomery County.

Walnut Cove, Sept. 5: I went to Walnut Cove in Stokes County on the 5th to look over the work now going forward on an addition to the public high school building at this place. This addition will cost $3,750.

White Plains, Sept. 5: I visited White Plains, Surry County, on the afternoon of the 5th to confer with the county superintendent of schools and the local committee about the new high school just established at this point. Contract has just been let for a good two-story building to be erected according to State plan No. 4. This building will be ready late this fall. It will cost equipped about $4,000 or $4,500. This school is well located to serve a large section of Surry County, and it should soon develop into a strong and useful school.

Booneville, Sept. 6: I was at Booneville on the 6th and addressed an educational rally held in connection with the opening of the fall term. We are advocating a bond issue of $10,000 for a new building for the public high school at this place. In the afternoon a petition to call the election was circulated and the signatures of over half the freeholders of the district were secured. The election will be held, and there seems to be no doubt that it will carry by a large majority.

September 13-15: Trip to Vance and Franklin counties.

Townesville, Sept. 13: September 13th I visited the Townesville public high school in Granville County in company with Supt. E. M. Rollins. This school is badly in need of a new building and good equipment.

Middleburg, Sept. 14: September 14th I attended the Vance County Educational Conference at Middleburg and delivered an address. Middleburg is applying for State aid for a public high school and for a farm-life department. The County Board of Education and the local committee hope to have an additional building and the necessary equipment ready by the opening of the fall term in 1917. This school is housed in a new brick building erected last year. Since this was erected the community has voted $8,000 more of bonds to put up a dormitory. The county will help by an appropriation for equipment. The County Board of Education has appointed Supt. E. M. Rollins, Mr. J. P. Harris, Principal of the School, and me a committee of three to work out plans, etc., as to what is necessary and feasible for the new school and to confer with the architect about these before he draws up plans and specifications for the new building.

Justice, Sept. 14: On the afternoon of the 14th I visited the Justice public high school in Franklin County in company with Supt. E. L. Best. The State makes an apportionment to this high school for the first time this year. The building, a two-story wooden structure, has recently been enlarged so as to take care of the high school.

Bunn, Sept. 15: Supt. Best and I visited the Bunn high school in the morning of the 15th. This school is well housed in a new building. This session has just opened, and prospects are bright for a good year.

September 25-October 2: Trip to Buncombe, Yancey, Mitchell, and Avery counties.

Barnardsville, Sept. 26: In company with Supt. Hipps and the architect for the County Board of Education, I visited the Barnardsville high school in Buncombe County today. This school is in the country 20 miles north of Asheville. A modern two-story brick building is now under construction. It is properly arranged and is to be well constructed. It will cost equipped about $10,000. This community voted $6,000 in bonds over a year ago. An inferior plan was accepted by the committee last

winter, which they discarded at my suggestion and later accepted the plan after which they are now building.

Bald Creek, September 27: Today I visited Ball Creek high school in Yancey County. This is the only high school in Yancey receiving State aid. Supt. Griffith wishes to make application for two others, one to be located in the northern part of the county near Green Mountain, and the other at Micaville. We are not in a position, however, to make an apportionment to either place at present. The Bald Creek School is beautifully situated in a fertile valley in the western part of the county. It is housed in a substantial two-story frame building, having four rooms below and the auditorium and music room above. This building was put up for private school purposes some years ago. It is poorly arranged and poorly equipped. The rooms are too small and poorly lighted. At present there is only one teacher in the high school department, who is principal of the school. This ought to be developed into a four-year school, and dormitory facilities ought to be provided for outside students. I have suggested to Supt. Griffith that this be converted into a dormitory and a new structure erected for class purposes. It will probably be sometime, however, before this plan can be carried out.

Spruce Pine, Sept. 28: I held a conference with the local school committee, the chairman of the County Board of Education, County Superintendent of Public Instruction, and the principal of the high school for the purpose of adjusting some misunderstanding which had arisen between the local committee and the County Board of Education relative to the new building now under construction. A new frame building is under construction at this place and will be ready about January, 1917. As soon as this is ready the old building will be converted into a dormitory and teachers' home. It will accommodate about thirty. The new frame building will cost somewhere between $5,000 and $6,000. This is the only high school in Mitchell County receiving State aid.

On my way from Spruce Pine to Avery County I stopped and made a short visit at the Lees-McRae Institute for Boys located at Plumtree. This is one of the Presbyterian mission schools in Avery County. Mr. Hall, the principal, was absent and I stopped but a few minutes.

Crossnore, Sept. 29: This morning Supt. Frank A. Edmonson and I visited the Crossnore School in Avery County. This school is not at present receiving State aid for high school instruction, though the committee is making preparations to develop this into a farm-life school. There is at present a fairly good four-room frame building for class use, a separate building for manual training, and home economics on a small scale, and an excellent little teacherage. The school

has 19 acres of land. It is the hope of the committee to erect a larger building within the course of the next year or two and to make application to the State Board of Education for aid for the farm-life department.

Newland, Sept. 29: I visited the Newland High school today. Since this school was established two years ago it has grown to the point where a new building is badly needed. The school is at present housed in a new brick building which cost about $5,000. The rooms are too small and it is poorly arranged. Sometime ago I suggested to the committee and county superintendent that a new building ought to be erected and the old one converted into a dormitory. This suggestion will probably be carried out within the next year or so.

Elk Park, Sept. 29th: Supt. Edmonson and I visited the Elk Park high school this afternoon. This school is getting along nicely. At present the attendance is a little off. This school is well housed in a modern two-story brick building, well planned and well constructed. It was built just a year ago and cost $10,000.

Banner Elk, Sept. 30th: Supt. Edmonson and I visited the Lees-McRae Institute at Banner Elk today. This is a Presiby-terian mission school conducted by Rev. Edgar Tufts. It is pretty well equipped for certain of the manual arts and home economics. There are something over 150 pupils at present in this school, about 30 of whom are in the high school depart-ment.

SUMMARY.

Addresses:

Sept. 4 - at Norwood, Stanly County.
Sept. 4 - at Mt. Gilead, Montgomery County.
Sept. 6 - at Booneville, Yadkin County.
Sept. 14 -at Middleburg, Vance County.

Miscellaneous:

A good deal of time has been given to office work and correspondence. There have been scores of inquiries about courses of study, many of which have been sent in for criticism and suggestion, text-books, plans for buildings, etc. A good deal of time, too, has been given to the preparation of my Annual Report, which will be issued this fall.

ACCOUNT OF ACTIVITIES FOR OCTOBER, 1916.
N. W. WALKER, CHAPEL HILL, N.C.

Practically the entire month of October has been spent in the office (a) attending to the heavy correspondence which always follows shortly after the opening of the high schools; (b) preparing my annual reports; (c) preparing and getting out special letters regarding various phases of high school work. The following letters have been sent out:

Oct. 12, No. 16 - Accredited Schools.
" 28, " 17 - Preliminary Reports.
" 28, " 18 - Records and Reports (State-aided high schools).
" 28, " 19 - Records and Reports (City high schools)
" 30, " 20 - Principals' Conference.

Some time, too, has been given to the work of the State Board of Examiners.

October 1-2: Return from trip to western North Carolina (see September report).

October 6-8: Trip to Currituck County.

Poplar Branch, October 7: I went to Poplar Branch, Currituck County, on this occasion to confer with the county superintendent of schools, R. W. Isley, and the chairman of the local committee, D. W. Woodhouse, about the new building for the high school at this place. A new building was dedicated here in September 1915, and was destroyed by fire the following month. During the year plans have developed for erecting a larger and better building and contract was recently let for a new house costing $10,000. Because of financial embarrassment the contractor has thrown up the job and the work is accordingly delayed. The county board of education had left the approval of the plans for this building in my hands and a conference with the committee and superintendent became necessary. Mr. W. P. Clyde, General Manager of the Clyde line of steam ships, is going to give $5,000 towards the erection of this house. He will probably give more, but does not wish this fact to be known for the present. (Since my visit another contractor has been secured and work on the building has been begun).

Currituck Courthouse, October 7: I attended the dedication of the new school building at this point to-day and delivered an address. Application has been filed for a public high school at this point but it will not be possible for us to locate another in this county for the present. A good two-story frame building has just been erected here at a cost of about $5,000. The building

is well arranged and well constructed. Three districts were consolidated in order to establish this central school in the hope that a high school might be established in the near future. A small bond issue was voted from which funds were secured to erect a new building.

Raleigh, October 14: I went to Raleigh today for a conference with Supt. Joyner and E. E. Sams, Secretary of the Teachers' Assembly, relative to programs for the Department of Superintendents and other School Administrative Officials and of the Conference of Public High School Principals. These programs are to be carried out with the forthcoming session of the Teachers' Assembly to be held in Raleigh November 29-December 1.

L.F.A.

GENERAL EDUCATION BOARD * RECEIVED * JAN 20 1917

ACCOUNT OF ACTIVITIES FOR NOVEMBER, 1916.
N. W. WALKER, CHAPEL HILL, N.C.

In addition to the usual office correspondence my activities for the month of November have been briefly as follows:

November 4: Attended meeting of the State Board of Examiners at Raleigh, and delivered two addresses, one before the Division of High School Teachers of the Wake County Teachers' Association and one before the whole Association.

November 6: I went to Hillsboro to appear before the County Board of Education in the interest of the negro school of Chapel Hill. We asked that the annual appropriation from the general county fund be increased from $450 to $750 in order to enable the local committee to carry out plans recently projected looking to the development of a more efficient negro school at this point. The increase was granted.

November 9-11: I made a trip to Henderson County and visited the schools at Hendersonville, Mills River, and Biltmore (in Buncombe County), and the North State Fitting School in Asheville.

Hendersonville, November 10: This school offers a four-year course and has three full-time teachers devoting their entire time to the work. The school is crowded for room. A new building costing $22,000 was erected about five years ago, and another is now needed. Supt. C. E. Blackstock is now agitating the question of securing greater accommodations, and there is some hope of his securing an additional building within a year or so. The present tax rate here for school maintenance is twenty cents. The incoming legislature will be asked to pass an act authorizing the rate to be increased to forty cents. A laboratory for science is now being fitted up and will be ready for use in a few weeks. This is one of the two state-aided high schools of Henderson County, the other being at Mills River.

Mills River, November 10: I attended a school rally at this ~~place today and~~ delivered an address advocating a bond issue for a new school building at this place. An election for this purpose will be called this year. This school is located in one of the best farming sections of Henderson County about nine miles from Hendersonville. It is at present conducted in an old two-story brick building erected about two years ago for an academy. This is altogether inadequate today and is not in good repair. It could be converted into a fairly good dormitory at small expense. I am advocating a bond issue of from $12,500 to $15,000 on Mills River Township for the purpose of erecting a new house

and converting the old one into a dormitory. Supt. Shitle is afraid the tax cannot be carried on the whole township. If it is found that this cannot be done, there is still hope of consolidating two districts, Smoky Hollow and Rugby, and carrying a bond issue on the consolidated area. A campaign will be waged and the election recalled on such a part of the township as will vote favorably on the proposition. There is already much favorable sentiment forming.

Biltmore, November 10: I went to Biltmore this afternoon in company with Supt. W. H. Hipps of Buncombe County to look over the new building now going up at this place. A new building well planned, and to be equipped with modern conveniences, etc., is now under construction. It will cost, equipped, about $45,000 or $50,000.

North State Fitting School, Asheville, November 10: Late this afternoon I visited the North State Fitting School at Asheville. This is a small private school, conducted by J. M. Roberts, which is applying for accredited relations. It has at present about 50 pupils and five teachers. The school owns only one building and that a small one. There is but little equipment. It seems to maintain good standards, though its curriculum is narrow. The school is only three years old. I shall not for the present recommend this for accredited relations.

November 22-25: I visited the schools at Stoneville and Madison in Rochingham County, Walnut Cove, King and Pinnacle in Stokes County, Pilot Mt., White Plains, and Mt. Airy in Surry County.

Stoneville, November 23: I visited the Stoneville High School this morning and talked to the pupils and teachers on the need of a new school building. The old building used now is badly arranged, insufficiently lighted, and crowded beyond all reason. There are 40 pupils in the high school department and two teachers. At present the school is offering only a two-year course. I discussed the matter of a new building with Supt. Hickerson and he thinks that one can be secured by the beginning of another school year.

Madison, November 23: I visited the Madison School this morning. This school is housed in a good building erected in 1913 at a cost of $10,000. There has been marked improvement since my last visit here. The school is now offering a four-year course of study and there are two full-time high school teachers and 50 high school pupils. There has been great improvement in the grounds under the direction of the Civic League. The League now has a plan on foot to further beautify the grounds and to put in a considerable amount of playground equipment.

Walnut Cove, November 25: I made a short visit to the Walnut Cove High School in Stokes County this afternoon. During the summer vacation the capacity of this building was doubled at a cost of about $4,000. There are at present two full-time teachers and 55 pupils.

King, November 23: I visited the King High School this afternoon but did not reach there until just after the school had been dismissed. The school is now offering a two-year course and has 28 pupils enrolled. A new edition to the building is now going up. There are to be four class rooms on the first floor and an auditorium above. This will cost about $3,000. There are four rooms in the present building. This building is in a fair state of repair, but is sorely in need of equipment, It also needs painting.

Pilot Mt., November 24: I visited the Pilot Mt. High School this morning. The school is now undertaking to carry out a four-year course of study. There are two full-time high school teachers and 51 pupils. The building is a rambling frame structure, not well arranged and poorly lighted. Mr. E. L. Hendren, the principal of the school, and the school committee have already begun agitation for a new building. They think there is prospect of carrying a sufficient bond issue for this purpose sometime in the spring.

Pinnacle, November 24: I visited the Pinnacle High School this morning. There is only one high school teacher, the principal, and 26 pupils. The principal is attempting to carry out a three-year course. There seems to me to be no hope for the development of a high school at this place unless the two adjoining districts, or parts of them at least, the one on the east and the other on the west, can be consolidated with this one.

Mt. Airy, November 24: This afternoon I visited Mt. Airy High School in company with Supt. J. H. Allen. There are four full-time high school teachers and 120 high school pupils. The school offers a four-year course. Charles M. Staley is superintendent. A new $25,000 high school building has just been completed and is ready for occupancy. The new building has seven class rooms, library, auditorium, office, and a room which will be fitted up for manual training, home economics and laboratory purposes. I attended the formal opening exercises at this building and delivered an address.

White Plains, November 24: I visited the White Plains High School this afternoon in company with J. H. Allen and was gratified to find that the school has started off under favorable conditions. This is a new high school in this county just opened in October. At present there are 45 pupils enrolled coming from all parts of the county. This is a find location and the community is deeply interested in the school. A new frame building is under construction which will cost between $4,000 and $5,000 and will be ready for occupancy about January 1st.

November 29-30: At Raleigh in attendance upon the meetings of the Association of County Superintendents, High School Principals Conference, and State Teachers' Assembly. I conducted two sessions of the Conference of Public High School Principals and on the 29th I addressed the joint meeting of county superintendents and high school principals and other school officials on our high school problems.

SUMMARY

Addresses:

November 4,-At Raleigh before high school section of Wake County Teachers' Association.
" 4,-At Raleigh before Wake County Teachers' Association.
" 10,-At Mills River at Educational Rally.
" 24,-At Mt. Airy, at dedication of high school building.
" 29,-At Raleigh before Association of County Superintendents and High School Principals.

(ALL)

L.F.A.

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GENERAL EDUCATION BOARD * RECEIVED * JAN 20 1917

ACCOUNT OF ACTIVITIES FOR DECEMBER, 1916.
N. W. WALKER, CHAPEL HILL, N.C.

The greater part of my time this month has been spent at the office as follows: (1) attending to the usual correspondence; (2) examining the preliminary reports with a view to making the final adjustments in the high school apportionments for the year; (3) laying preliminary plans for the next session of the University Summer School; (4) putting in shape for the printer my Ninth Annual Report. I have not been able to do any field work.

December 1: In attendance upon State Teachers' Assembly at Raleigh. This morning I went before the joint legislative committees of the Assembly advocating that the committees endorse a proposal which I published in the October number of the High School Bulletin looking to the appointment of an educational commission to make a survey of the State's educational resources and to rewrite our school code. The joint committee endorsed the proposal unanimously and requested me to present the matter on the floor of the Assembly at the afternoon session. I addressed the Assembly in accordance with this resolution and again the proposal was unanimously endorsed by the Assembly.

December 12-13: I was called to Raleigh by Supt. Joyner to confer with him and the the Legislative Committee with regard to the proposed school legislation to be urged before the incoming legislature. On the 13th I presented my recommendations as to the apportioning of the $75,000 to be distributed among the high schools. These recommendations were accepted and I was instructed to notify the schools accordingly.

December 21: I went to Raleigh to confer with Supt. Joyner regarding high school matters and to turn over to the state printers my annual report on the public high schools.

SUMMARY

Addresses:

December 1,- At Raleigh before the North Carolina Teachers' Assembly.
" 29,- At Smithfield before the Johnston County Alumni Association.

(ALL)

(Last Report 1907)

HIGH SCHOOL PROGRESS IN NORTH CAROLINA IN 1916.

N. W. Walker

Rural High School Development

I have as usual given the greater part of my time and attention to the rural public high schools established and operated under the High School Act of 1907. A detailed report of the growth and progress of this system of schools is given in my ninth annual report as State Inspector of High Schools, published from the office of the State Superintendent of Public Instruction, Raleigh, a summary of which is given herewith.

Summary of the Year's Progress

Number, Classification, and Distribution of Schools: During the scholastic year, 1915-'16, there were 212 public high schools in operation receiving State aid. Three schools were discontinued and one new school established, making a net decrease of two in the number in operation. The number of schools reporting four-year courses increased from 89 to 114; the number reporting three-year courses decreased from 87 to 77; and the number reporting two-year courses decreased from 38 to 21. There are now only five counties in which no public high schools are in operation, namely, Chowan, New Hanover, Pasquotank, Perquimans, and Watauga.

Enrollment and Attendance: The enrollment this year increased from 8,986 to 10,379 and the average daily attendance from 6,773 to 7,873. The increase in enrollment over the preceding year was 1,390 or 15.50 per cent, and the increase in daily attendance was 1,100 or 16.24 per cent. The

number of students enrolled from outside the local districts increased from 2,561 to 3,053 and the number of boarding students enrolled increased from 1,680 to 1,947.

Teaching Force: The number of teachers employed increased from 434 to 464, and, as has been the case for the past several years, there was urgent need for more assistant teachers in many of the more prosperous schools. In too many cases inadequate funds made it impossible to meet this need.

Receipts and Expenditures: The total receipts this year increased from $261,211.32 to $265,534.73, and the total expenditures increased from $247,253.59 to $256,251.73, making a net increase of $4,323.41 in receipts and $8,998.14 in expenditures.

The average salary paid the high school principal was increased from $837.44 to $840.35. There were 55 principals who received $1,000 or more. The number who received less than $500 was reduced from five to four. The total expenditures for principals' salaries increased from $177,880.84 to $178,154.61. The amount expended for the salaries of assistant teachers was increased from $56,653.75 to $64,591.77.

The average amount expended per student enrolled was $24.69; the average cost per student in daily attendance was $32.55.

Length of Term: The average length of term per school was 31.3 weeks as against 31.43 weeks for the preceding year. Of, taking the teacher as the unit and not the school, the average length of term was 31.51. There were 21 schools having a term of 36 weeks, 4 having a term of 34 weeks, 132 having a term of 32 weeks, 12 having a term of 30 weeks, 5 having a term of 29 weeks, 37 having

a term of 28 weeks, and 1 having a term of less than 28 weeks, the minimum term allowed under the law. This school was cut short by an epidemic of smallpox.

Buildings and Equipment: The campaign for better buildings and equipment for the high schools which has been in progress for the past several years has gone on unabated. Marked progress has been made in the way of constructing new buildings better adapted to high school needs, in providing dormitories, in enlarging, remodeling, and otherwise improving old buildings already in use, and in providing better equipment. This campaign must go on until every high school receiving State aid is well housed in a modern building that is sufficiently equipped to enable the school to do well the work it undertakes to do.

During the last year (up to December 15, 1916) new buildings for 20 schools have been erected, or are now under construction, totaling a cost of $285,200; 39 schools now own 46 dormitories worth $174,200 as against 26 schools owning dormitories worth $115,950 a year ago; 24 schools report scientific apparatus worth $9,561 as against 21 reporting apparatus worth $5,596 a year ago; 146 schools report that they have 29,176 volumes of reference works and fiction as against 25,744 such volumes reported by 156 schools a year ago. The total expenditures during the past year, and up to December 15, for new buildings, dormitories, additions to old buildings, etc., amounted to $348,350. Eleven other schools have made provision for erecting new buildings not yet been begun that will cost $151,000. (Of course, it must be understood that the buildings in which these State-aided high schools are housed are used also to accommodate the elementary schools of the communities in which the high schools are located.)

The following tables will show the schools that have erected new buildings, improved old ones, provided dormitories, etc., and the amount spent in each case, as well as the total value of the school plants.

New Buildings Erected or Under Construction
(Up to December 5, 1916)

County	High School		
Avery	Elk Park	$10,000	New bldg. completed.
Beaufort	Aurora	8,000	New bldg. completed.
Buncombe	Barnardsville	10,000	New building nearly ready
Caldwell	Oak Hill	12,000	New bldg. completed.
Cleveland	Grover	6,700	New bldg. ready.
Currituck	Poplar Branch	10,000	New bldg. begun.
Gaston	Belmont	35,000	New bldg. completed.
Gaston	Cherryville	25,000	New bldg. completed.
Halifax	Enfield	25,000	New bldg. begun.
Haywood	Rock Hill	4,000	New bldg. completed.
Johnston	Benson	30,000	New bldg. completed.
Lenoir	Pink Hill	7,500	New bldg. completed.
Mecklenburg	Huntersville	20,000	New bldg. begun.
Mitchell	Spruce Pine	5,000	New bldg. nearly ready
Moore	Eureka	5,000	New bldg. completed.
Orange	Chapel Hill	40,000	New bldg. completed.
Polk	Columbus	8,000	New bldg. begun.
Sampson	Salemburg	8,000	New building ready.
Surry	White Plains	4,000	New bldg. nearly ready
Warren	Macon	12,000	New bldg.ready.
		$285,200	

Old Buildings Enlarged, Remodeled, or Improved, Dormitories Erected, etc.

County	High School		
Bladen	Abbottsburg	$5,000	
Franklin	Justice	2,500	
Hertford	Ahoskie	6,100	
Lenoir	LaGrange	2,500	
Macon	Higdonville	4,000	
Moore	Eureka	4,000	
Onslow	Richlands	3,000	
Onslow	Jacksonville	8,000	
Person	Busky Fork	1,000	
Richmond	Roberdel	2,000	
Stokes	King	3,000	
Stokes	Walnut Cove	3,750	
Wake	Cary	10,000	Dormitory ready.
Wake	Wakelon	8,000	Dormitory nearly ready.
Wilson	Rock Ridge	2,000	Dormitory ready.
		$64,850	

Sampson — Salemburg — $5000 — (bonds) for new dormitory.

New Buildings Provided for by Bonds or Otherwise Not Yet Under Construction (Up to December 15, 1916)

County	High School		
Beaufort	Pantego	$5,000	(bonds) for dormitory.
Bladen	Bladenboro	20,000	(bonds) for new building.
Buncombe	Mt. Carmel	12,000	(bonds) for new building.
Nash	Castalia	10,000	(bonds) for new building.
Pitt	Bethel	20,000	(bonds) for new building.
Tyrrell	Columbia	8,000	(bonds) for new building.
Hoke	Raeford	35,000	for new building.
Martin	Williamston	25,000	(bonds) for new building.
Sampson	Newton Grove	3,000	for new building.
Yadkin	Booneville	8,000	(bonds) for new building.
		$151,000	

Summary of Building Activities Since Last Report. (Up to December 15, 1916)

Cost of 20 new buildings erected or under construction	$285,200
Cost of 3 new dormitories and improvements on 12 old buildings	64,825
Provision made for 11 new buildings and dormitories not yet begun	151,000
Total value of improvements made or provided for up to December 15	$501,050

This system of schools continues to make steady progress in material equipment, in attendance, and in support given by the counties and local districts. The development now is not so much in the direction of increasing the number of schools receiving State aid as in the way of increasing the efficiency of the schools already established. The following table will indicate in a general way the sort of development that has taken place since this system of schools was started nine years ago:

	1908	1916
Number of schools in operation	145	212
Number of schools reporting four-year courses	9	114
Number of schools reporting 3-yr. courses	50	77
Number of schools reporting 2-yr. courses	102	21
Total number of teahcers in these schools	215	464
Total number giving full time to high school instruction	173	352
Total number of students enrolled	3,949	10,379
Number of 4th-yr. students enrolled	70	822
Number of students enrolled in 4-yr. High schools	400	6,563
High school funds raised by local taxation (for maintenance)	$27,480.48	$89,027.58
High school funds contributed by the counties (for maintenance)	21,943.66	78,047.24
Total expendtures (for maintenace)	91,415.99	256,251.73

Methods of Directing the Work

I endeavor to spend as much time in the field visiting the schools as I possibly can, though the office work has so increased in volume that I am able to spend barely half of the time in the field while the schools are in operation. I must of necessity, therefore, keep as closely in touch with the field work as possible through reports, correspondence, and conferences. A preliminary report is called for from every high school receiving State aid early in the fall. There are 212 of these reports that have to be examined with a view to ascertaining whether or not the schools from which these come are meeting the requirements of the State with reference to organization, program of study, support, and business management. This examination requires a great deal of time and attention; and whenever it appears that a better organization can be affected, or the school term lengthened, or an additional teacher employed, it becomes necessary for me to communicate at once with the principal, county superintendent, and committee, with a view to improving and strengthening the work wherever it appears weak or not well organized. This requires a great amount of correspondence.

In addition to the preliminary report, there is an annual report required of each principal at the end of the school year, and also a financial report from the treasurer of each school. These reports are also handled through my office. It is from these that the statistical part of my annual report to the State Superintendent is made up. The getting in of complete and accurate reports from every school and the tabulation of the statistics requires a great deal of time and a great deal of correspondence.

High School Literature

I have continued to prepare the high school literature issued by the State Department of Education, and have edited the North Carolina High School Bulletin. The High School Bulletin is published quarterly by the University, and goes regularly to all of the county superintendents, city superintendents, high school principals and teachers of the State.

Other Activities

In addition to my other activities, I served as Director of the University Summer School which was in session from June 13 to July 28. The Summer School enrolled 1052. Since I was appointed Director of the Summer School in 1908, the attendance has grown from 38 to 1052.

I have continued to serve as a member of the State Board of Examiners, as a member of the Southern Commission on Accredited Schools, and as Secretary of this Commission, and as a member of the University's Extension Service.

The Fourth Annual High School Conference was held as usual under my direction at the University in July while the Summer School was in session. An outline of the program, together with a list of the topics presented and the speakers who discussed them, is given in my report as Director of the Summer School.

As usual, the public high school contests of the five divisions of the State were conducted under my direction, with the assistance of local committees. These contests were held last spring at a central meeting place for each of the five divisions. The Northeastern Division met at Greenville at the invitation of the East Carolina Training School; the Southeastern Division met at Fayetteville at the invitation of the Chamber of Commerce;

the East Central Division met at Durham at the invitation of the Chamber of the Chamber of Commerce; the West Central Division met at Davidson College at the invitation of that institution; and the Western Division met at Bryson City at the invitation of the citizens and school board of that town. The East Carolina Training School, Davidson College, the Chambers of Commerce of Durham, and Fayetteville, and the school board of Bryson City, each helped to finance the contests of their respective divisions. A great impetus has been given the interscholastic contests by means of these annual "meets", which have been held in some of the divisions for as long as five years. Over 400 high school boys and girls participated in these contests last spring. The contests include: recitation, declamation, composition, spelling, track athletics, and basketball.

Publications and Addresses, 1916.

Publications:

The Growth of the Farm-Life Schools. Proceedings and Addresses of the Thirty-second Annual Session of the North Carolina Teachers' Assembly, Raleigh, 1916.

The Present Status of the High School Sciences in North Carolina. Proceedings and Addresses of the Thirty-second Annual Session of the North Carolina Teachers' Assembly. Also in the North Carolina High School Bulletin for July, 1916.

Rational Standards of School Efficiency. Reprint of papers presented before the North Carolina Teachers' Assembly. State Department of Education, Raleigh, 1916.

Some Results of a Spelling Test. The North Carolina High School Bulletin, April, 1916.

Ninth Annual Report of the State Inspector of High Schools. Published by the State Department of Education, Raleigh, 1916.

Report of the Commission on Accredited Schools of the Southern States. Edited, Bulletin No. 3. Published by the Secretary of the Commission, Chapel Hill, 1916.

Proceedings and Addresses of the Third Annual Conference of Public High School Principals. Edited. Published by the State Department of Education, Raleigh, 1916.

The North Carolina High School Register. In collaboration with C.L. Coon. Published by the State Department of Education, Raleigh, 1916.

The North Carolina High School Bulletin. Vol. 7. Edited. Published by the University.

Is North Carolina Ready for a Modern School Code? The North Carolina High School Bulletin, October, 1916.

Acts Relating to the Chapel Hill Public School. Edited. A bulletin published by the Chapel Hill School Board, 1915.

Standardizing Our High Schools. Educational Edition of the Raleigh News and Observer, August, 1916.

Miscellaneous: (a) Editorial Comment, School Notes and Comment, and short articles in the North Carolina High School Bulletin; (b) Summer School Bulletins, Announcements, and Reports; (c) High School Leaflets, Nos. 5-9;

No. 5. A Spelling Test.
No. 6. Report of Activities.
No. 7. High School Teachers' Certificates.
No. 9. High School Courses of Study, etc.

Addresses:

Address before the Chamber of Commerce, West Asheville, in the interest of a bond election for modern school buildings. Jan. 17, 1916.

Addresses in the interest of a bond election for township high school buildings at Gall Bush Ridge, Powell's Point, Jarvisburg, Narrows Shore, Grandy, and Poplar Branch, in Currituck County, Feb. 3-5, 1916.

Illustrated lecture before the County Teachers' Association, Fayetteville, Feb. 25, 1916.

Address before the Chamber of Commerce, Southport, in the interest of a new high school building, March 8, 1916.

Public address at Teacheys, March 10; at Bryson City, March 22; Salemburg, in the interest of a public high school, Aug. 17, 1916.

Illustrated lecture, Creedmoor, March 15; before the Murphy Education Club, Chapel Hill, March 20; Wakelon High School, March 28; in the interest of a high school dormitory, Pantego, March 29, 1916.

Commencement addresses at Rock Hill High School, March 24; Farm Valley School, April 7; Gibson, April 25; Walnut Cove, May 1; Bethania, May 2; Smithfield, May 5; Norlina, May 17; Louisburg, May 18; Graham, May 19; Reidsville, May 22, 1916.

Address before the Southern Conference on Secondary Agricultural Education, New Orleans, La., April 17, 1916.

Address to students of Oak Ridge Institute, May 1; of The Appalachian Training School, June 2; to the students of the Summer School of the Slater Industrial School, Winston-Salem, Aug. 3, 1916.

Address before the Country-Life Institute, Chapel Hill, July 8; before the High School Conference, Chapel Hill, July 12, 1916.

Community Civics. Address before the Community Service School at Indian Trail, Aug. 3; before the Community Service School at Laurel Hill, Aug. 8, 1916.

Address at educational rally, Ingold, Aug. 18; Boonville, in the interest of a bond issue for a new school building, Sept. 6, 1916.

Address at Norwood, Sept. 4; Mt. Gilead, dedication of the graded school building, Sept. 4.

Address before the Vance County Educational Conference, Middleburg, Sept. 14, 1916.

Address at Currituck Courthouse, October 7, at dedication of new public school building.

Address at Raleigh, November 4, before the Wake County Teachers' Association; address before the High School section of the Association.

Address at Mills River High School, Henderson County, November 10, at educational rally in interest of better high school facilities.

Address at Mount Airy, November 24th, at dedication of new high school building.

Address at Raleigh, November 29, "The Public High School: Its Needs and Possibilities", before the Association of County Superintedents and High School Principals.

Address at Raleigh, December 1, before the North Carolina State Teachers' Assembly in the interest of an educational survey for North Carolina.

Address at Smithfield, December 29th, before the University Alumni of Johnston County.

SUMMARY OF REPORTS OF MR N W WALKER
Professor of Secondary Education in North Carolina

January 1, 1916, to December 31, 1916

Rural High School Development

The rural public high schools established and operated under the High School Act of 1907 have received the greater part of Professor Walker's time and attention. This system of schools continues to make steady progress in material equipment, in attendance, and in support given by counties and local districts. The development is not so much in the direction of increasing the number of schools receiving state aid as in the way of increasing the efficiency of the schools already established. It is worthy of note that during 1916 25 rural high schools added another year to their course of study and became four-year schools, thus increasing the number to 114; while the number of three year schools decreased from 87 to 77, and the number of schools reporting two-year courses, from 38 to 21. The general development of the rural high schools is having a stimulating effect upon the enrollment. It is reported that during last year there was an increase of over 15% in the number of boys and girls pursuing courses in the rural high schools and that there was a corresponding increase in the number of teachers in these schools.

Buildings and Equipment

The campaign for better buildings and equipment for the high schools which has been in progress for the past several years has gone on unabated. Marked progress has been made in the way of constructing new buildings better adapted to high school needs, in providing dormitories, in enlarging, remodeling, and otherwise improving old buildings already in use, and in providing better equipment. During the year 1916, new buildings for 20 schools have been erected, or are now under construction, totaling a cost of $285,200; and 39 schools now own 46 dormitories worth $174,200 as against 26 schools owning dormitories worth $119,950 a year ago. In the aggregate $348,350 has been expended for new buildings, dormitories, additions to old buildings and for new apparatus, and eleven other schools have made provision for erecting new buildings that will cost $151,000.

State Aid to High Schools

In the present school system there are three classes of schools operated at public expense that are undertaking to do high school work.

The first class consists of the high schools of the cities and towns operated under special charters.

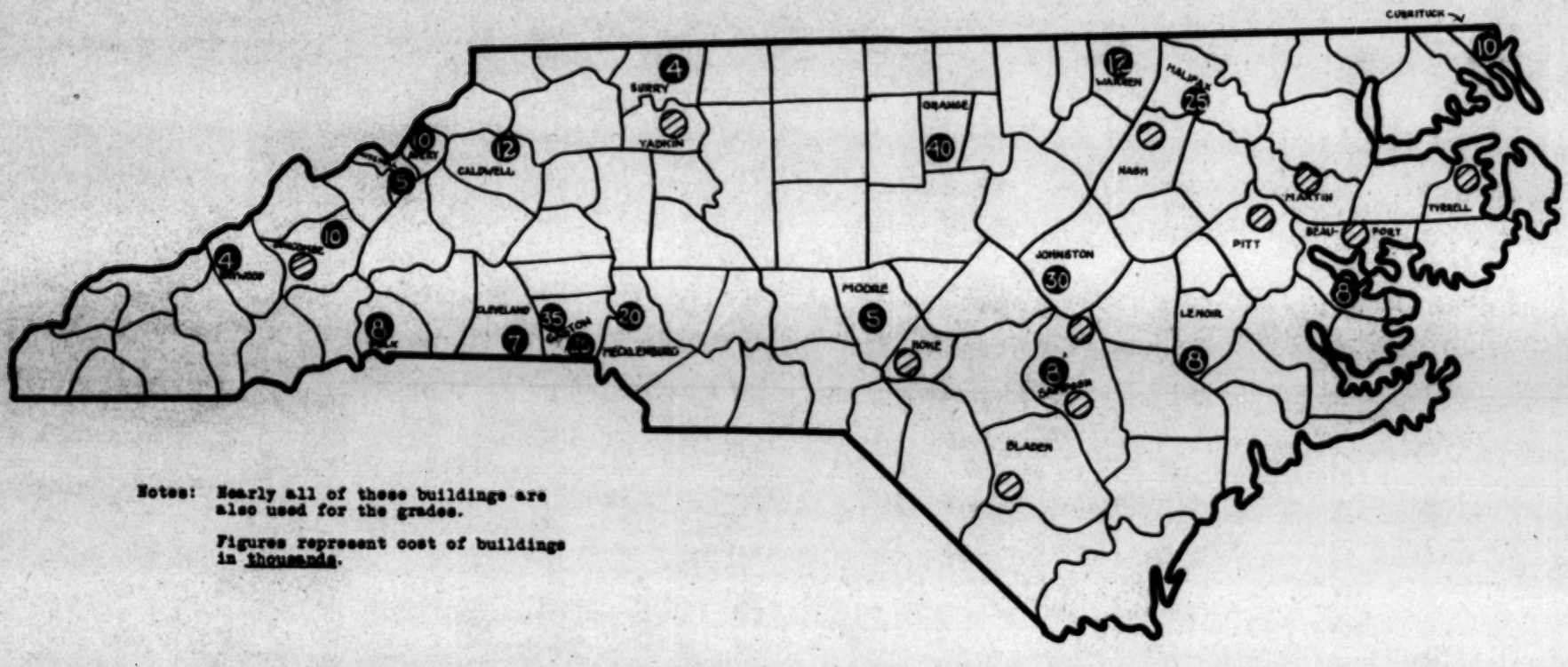
LOCATION OF TOWNS IN NORTH CAROLINA WHERE NEW SCHOOL BUILDINGS HAVE BEEN ERECTED DURING 1915-16 OR WHERE BONDS HAVE BEEN VOTED FOR THEIR ERECTION.

● New Buildings Erected $286,000

⊘ Bonds Voted for New Buildings 151,000

$437,000

In addition to the above $64,850 was expended in enlarging, remodeling and improving old buildings and also in erecting dormitories.



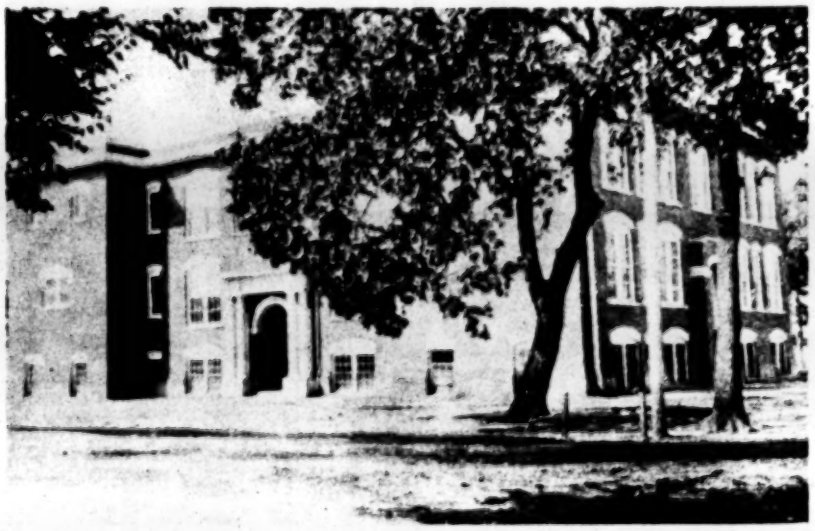
Notes: Nearly all of these buildings are also used for the grades.

Figures represent cost of buildings in thousands.

Illington High School - Dormitory

Home Economics Department - Illington

Gaston County Farm-Life School, Dallas.
Boys' Dormitory (on farm)



Benson High School, Johnston County

N. C.

These schools are independent of the operations of the public high schools. They are not required to keep definite records or to make separate reports of their operations - functional, financial, or otherwise; nor are they required to measure up to any standard of excellence, nor to follow systematic courses of instruction, nor to have licensed teachers.

The second class is the rural public high schools which receive state aid for high school instruction. Such schools are required to meet certain minimum standards before receiving aid from the state and are further required to render complete reports annually to the State Department of Education. The state has had an opportunity, therefore, to coöperate with them in an intelligent way that has proved helpful to them and has enabled them to go forward in the past few years at a remarkably rapid rate.

The third class of schools is purely local in character, unorganized, and, as a rule, inefficient. There are, however, some of these schools in the more progressive counties that are maintaining good standards and doing a good grade of work. A number of these schools, if developed, can be made to serve a useful purpose in the educational system.

In addition to these three classes of secondary schools operated at public expense, there are many schools of secondary

grade under private and church control. Some of these schools maintain good standards and turn out a good product.

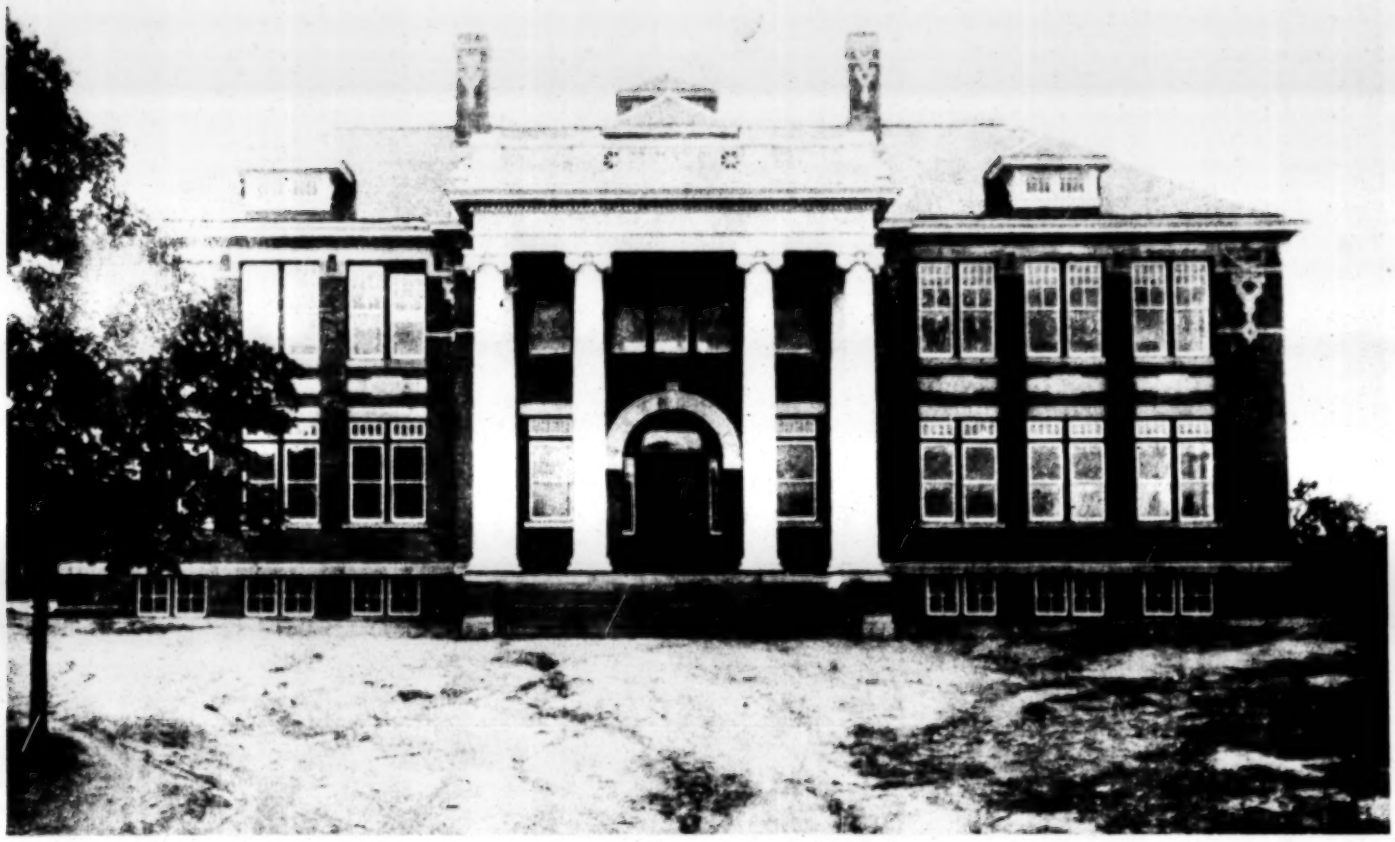
The opinion held by Professor Walker with regard to the state's system of high schools is that there is needed a comprehensive policy, a plan backed by law, that will recognize in some way all worthy high schools operated at public expense, city and rural, and that will make possible the development of good high schools where high schools are needed and prevent the multiplication of weak high schools where high schools are not needed. In order to bring about the necessary changes, Professor Walker's recommendations, as contained in his Ninth Annual Report, are as follows:

1) An increase in the state appropriation for public high schools from $75,000 to $150,000;

2) That provision be made for putting high school principals on salary the year round where this is feasible, and that school officials be encouraged to retain the services of successful principals for a series of years;

3) That provision be made for establishing elementary teacher-training courses in connection with a number of the stronger high schools;

4) That schools be encouraged by increased apportionments, or by special apportionments for these specific purposes, to



Main Building
Lillington High School, Harnett County

N. C.

provide suitable libraries and suitable quarters and equipment for courses in science, home economics and agriculture;

5) That city and town high schools maintaining good four-year courses be permitted to share in the distribution of the high school appropriation, under the general high school law, and that apportionments to such schools be conditioned primarily on their attendance from the country districts;

6) That school officials be encouraged to maintain standard four-year high schools and that they be required to construct all high school buildings in accordance with sound principles of school architecture and to equip them adequately for the work they undertake to do.

Accredited Schools

Professor Walker says that for the past three or four years little attention has been paid to the accrediting of schools. The need of standardizing the high schools is now apparent. In a report to the President of the University of North Carolina, Professor Walker recommends that a conference of representatives of the higher institutions of the state be held during 1917 to consider this whole plan. If this is done, Mr Walker suggests that a bulletin setting forth standards of curricula, organization, administration, equipment, etc., be prepared and sent to all secondary schools of the state.

Proposed Revision of the School Code

Early in December Professor Walker was in attendance upon the State Teachers' Assembly at Raleigh, for the purpose of advocating the appointment of an educational commission to make a survey of North Carolina's educational resources and to rewrite the school code for the state. The joint legislative committees of the Teachers' Assembly unanimously endorsed the project, as did also the entire Assembly later in the session. It is planned to present this matter to the Legislature in 1919 for ratification.

Other Activities

During the school year considerable time has been devoted to preparing the high school literature of the State Department of Education and to editing the North Carolina High School Bulletin which is published quarterly by the University. Copies of these publications are sent regularly to all county superintendents, city superintendents, high school principals and teachers of the state. These bulletins have proved to be a valuable medium for keeping school officials and teachers informed of the plans of the State Department of Education and of keeping them in touch with the latest thoughts on educational subjects.

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RECEIVED
FEB 7 1917
GENERAL EDUCATION BOARD

ACCOUNT OF ACTIVITIES FOR JANUARY, 1917.
N. W. WALKER, CHAPEL HILL, N.C.

January 4-5: I made a trip to Granville County and visited the Stem High School. I went at the request of the county superintendent, and primarily in the interest of a bond election now pending for a new high school building. County Superintendent J. F. Webb and I addressed the citizens of the community on this issue January 4th.

Stem, January 4th: The County Board of Education has just called an election for school bonds in this district to be held February 10th, at which time this community will decide whether or not it will authorize the Board to issue bonds in the amount of $12,000 for a new high school building at this place. An election has also been ordered by the board, to be held the same day (Feb. 10), for the Knap of Reeds district (adjoining this one) to decide the question of issuing bonds in the amount of $6,000 for a new high school building at that place. There seems to be practically no opposition to the issue in the Knap of Reeds district; but in the Stem district opposition is strong, and a hard fight is on. There are, however, fair prospects of carrying the election in both districts.

The County Board of Education proposes to create a sinking fund to retire the bonds at the end of twenty years if these districts will vote the bonds and levy annually a tax sufficient to take care of the interest. The County Board will create the sinking fund by setting aside annually a small amount out of the general building fund. This is the most generous proposition a county board of education in this State has ever made to a high school committee, and it moreover establishes a precedent which will be followed by many other counties if the principle is declared to be valid.

January 9-13: I made a trip to several counties, visiting the following schools: Bonlee and Siler City High Schools in Chatham County; Sylvan High School in Alamance County; Liberty High School in Randolph County; Guilford College and Guilford College Graded School in Guilford County; Winston-Salem High School in Forsyth County; Farmington High School in Davie County; Statesville Graded School and Troutman High School in Iredell County. On this trip I also attended a meeting of the Iredell County Teachers' Association at Statesville (January 13th) and delivered an address before this body.

Bonlee, January 9: I met representatives of the Board of Trustees and County Superintendent F. M. Williamson at Bonlee to confer about converting the Bonlee High School into a public high school for Chatham County. This is a non-denominational

private school. It was established some four or five years ago and is operated under the direction of a board of trustees. The main building, a two-story brick structure, containing eight classrooms, office, library, and auditorium, was erected in 1913 at a cost of about $12,000. The school owns a good two-story dormitory furnished, that has twenty rooms and will accommodate forty boys. This cost about $3,500. This school is well located in a beautiful grove on a five-acre tract which it owns. The total plant belonging to the board of trustees cost about $18,000. On this property there is a mortgage of $8,000 held by Mr. J. H. Dunlap, a member of the board of trustees. In addition to this property the school has the use of a good two-story brick dormitory adjoining the school property and but a short distance from the main building. This building is now used for the girls' dormitory and dining hall. It is furnished and has accommodations for forty. This building cost $6,000. It was built by Mr. J. H. Dunlap for the use of the school, and it still belongs to him. Mr. Dunlap will turn this over to the school at actual cost. There are at present 165 pupils enrolled, 39 of whom are in the high school department.

The board of trustees will turn this property over to the county for a public high school if the county will assume the $8,000 debt. Supt. Williamson and the County Board of Education are deeply interested in the matter, and it looks as if the transfer may be made. I have made the following suggestion to Supt. Williamson which he will lay before his board at its next meeting: (1) That the county and the local community accept the proposal made by the board of trustees and take the property over for $8,000.; (2) that they also take over the brick dormitory owned by Mr. Dunlap which cost $6,000; (3) that the county board assume $10,000 of the debt and let the community assume $4,000 of it and levy tax sufficient to provide its part of the maintenance fund and to pay the interest on the indebtedness for whatever time the county finds it necessary to carry the debt. If this plan goes through, I have agreed to recommend an annual apportionment of $500 from the State High School fund in order to develop a four-year high school in this county.

Siler City, January 9: This school is badly in need of a new building. The present old building is dilapidated and inadequate. There are 300 pupils in school here, nearly 100 of whom are in the high school department. This is one of the three high schools of Chatham County receiving State aid. I addressed a meeting of the citizens of the community tonight in the interest of a bond election for $20,000 or $25,000, for a new house. The election has not yet been called, but a committee was appointed to canvass the town at once in the interest of the proposed election and undertake to crystalize sentiment in favor of it.

Sylvan High School, January 10: A dormitory is badly needed at this school, one of the three high schools of Alamance County receiving State aid. Miss Eula Dixon who is the influential member of the committee visited the school with me and we discussed plans for a dormitory and teachers' home which will be presented to the County Board of Education at once. Two of the teachers of this school are now renting quarters and doing light housekeeping because there is no place to board. Many high school pupils that would like to enter the school are kept away because there is no place to board. There are two families near the school that had planned to take boarders this year. A case of tuberculosis developed in each family and the committee would not permit either teachers or pupils to board in those families even if they had been willing to do so. We hope to get a dormitory by the opening of the fall term. There are at present 42 high schol pupils in attendance, and there are two full-time high school teachers. There are 200 pupils in the entire school.

Liberty, January 10: This school is well housed in a good brick building which is only a few years old. But there are no dormitories or inexpensive boarding facilities. This school now offers a three-year course which is at present poorly organized. I called the attention of Mr. Bruce H. Lewis, principal of the School, to some irregularities and weaknesses in the present course, and he hopes to remedy them. I also found irregularities in the use of the high school funds which I called to the attention of the committee through its secretary.

Guilford College, January 10: At the request of Dr. Thomas Newlin, President, I went to Guilford College on the evening of the 10th for a conference with him and Dean Meredith about matters pertaining to Guilford's admission requirements. I addressed the students on the morning of the 11th. I made a hurried visit to the Guilford College Graded School (Jan. 11). This is a rather poor school, offering three scant years of work.

Winston-Salem, January 11: I visited the city high school here this morning. This is one of the best high schools in the State. It offers several curricula and is equipped to carry out acceptably the work it undertakes to do. There are 440 high school pupils in this school and 17 high school teachers. In addition to the usual high school departments this school has ~~x~~ strong departments of commercial work, ~~manual~~ training, and printing.

Farmington, January 11: I addressed the citizens of this community this evening in the interest of a proposed bond election for a new building. The old one is a disgrace. This is one of the richest farming sections of the State, and here is an ideal location for a strong county high school with a farm-life department. The more wide-awake citizens and the county superintendent are interested in building up a strong

school at this place and there is some hope of progress in the near future. At present there are 34 pupils in the high school department and one full-time teacher who is the principal, Mr. A. H. Flowers. This is one of the two high schools of Davie County receiving State aid.

Statesville, January 12: In company with Supt. D. Matt Thompson I visited one of the Statesville Graded Schools this morning. We did not get to the high school, but I shall be back to visit that later. There are about 150 or 160 pupils in the high school department at present. The board plans to spend about $10,000 on the high school building before the opening of the fall term. The building is to be repaired, renovated, and rearranged. I have promised Supt. Thompson to return this spring and help him in his campaign for a bond election.

Troutman High School, January 13: This afternoon I visited the Troutman High School, one of the three high schools receiving State aid in Iredell County. This school is developing very satisfactorily, though it needs dormitory accommodations.

January 18-19: I attended a meeting of the Executive Committee of the North Carolina Teachers' Assembly held at Raleigh to decide upon the place of the next meeting and to plan the program. I also met with the Legislative Committee of the Assembly to consider proposed educational legislation. The Chairmen of the House and Senate Committees on Education expressed a desire to get from the teachers, principals, and superintendents of the State an expression of their views on the certification bill now ready to be introduced. The committees and the State Superintendent asked me to take this matter in hand and undertake to get for the committees this expression of opinion in the form of petitions and resolutions. This work kept me at Raleigh the great part of the time for the rest of the month and made it necessary for me to cancel or postpone a number of appointments.

Raleigh, January 22-23,25-26,30-31: I was at Raleigh during this time in the interest of the Teachers' Certification bill as noted above. There were printed and sent out in the interest of this bill in these few days 34,800 pieces of matter, including the bill itself, a leaflet giving the defects of the present system of certification and the advantages of the proposed plan, letters, resolutions, petition cards, etc.

January 26-28: I went to Elizabeth City to fill an appointment for Superintendent Joyner before the Community Service Conference of Pasquotank County, January 27.

SUMMARY

Addresses:

January 4--At Stem
" 9--At Siler City
" 11--At Guilford College
" 11--At Farmington
" 13--At Statesville
" 27--At Elizabeth City

Publications:

January Number High School Bulletin.
High School Leaflet No. 10
Summer School Report.

(ALL)

~~L.F.A.~~

ACCOUNT OF ACTIVITIES FOR FEBRUARY, 1917.
N. W. WALKER, CHAPEL HILL, N.C.

I have spent a good part of this month at Raleigh assisting State Superintendent Joyner with the educational bills before the Legislature. At the request of Mr. Joyner and the Legislative Committee of the Teachers' Assembly, I canceled or postponed all outside appointments in order to give as much time as possible to this work.

My main work at Raleigh during this month has been as follows:

1. Preparing the general educational omhibus bill incorporating the various amendments to the general school law, including the changes in this law made necessary by the passage of the recent constitutional amendments;

2. Preparing a number of other educational bills;

3. Assisting with the educational bills before the Legislative Committee and otherwise.

I have spent the following days at Raleigh engaged in this work: February 9, 14-15, 16-17, 19-20-21, 23, 27-28.

I may add in this connection that the entire educational program planned by the State Superintendent of Public Instruction and endorsed by the State Teachers' Assembly was, with very few changes, enacted into law. There is no need to give even a summary of this legislation here. Three items of interest relating to the high school work are:

1. The State appropriation for public high schools was increased from $75,000 to $100,000.

2. The State Board of Education was authorized to use $500 annually to defray a part of the expenses of supervising and inspecting high schools receiving State aid.

3. Provision was made whereby the State will share in the Federal appropriation for agricultural, home economics, and trade schools under the provisions of the recent Smith-Hughes act of Congress signed on February 23rd.

The time I have been at Chapel Hill has been spent (1) in the usual office work, attending to correspondence, etc.; and (2) planning the work for the next session of the University Summer School.

February 11th I spent with President A. C. Reynolds, of the Cullowhee Normal School, who came to Chapel Hill to ask my assistance in planning an educational campaign which he is projecting for eleven mountain counties to be carried out in

May. He has also asked me to assist in carrying out this campaign, and I have agreed to do so if I can find the time for it.

High School Notes.

The following high school notes may be of interest:

1. Supt. I. C. Griffin of Shelby reports that the plan to establish a central high school for Cleveland County with farm-life department near Shelby is meeting with favor and that a campaign for such a school will be launched this spring.

2. Supt. K. R. Curtis, of Kinston, reports that a plan is forming for the establishment of a central high school in Lenoir County including Kinston, and has asked Supt. Joyner and me to meet with the local school officials in conference on this matter March 12.

3. Supt. Frederick Archer, of Selma, and Supt. A. Vermont, of Smithfield are advocating the establishment of a joint high school in Johnston County midway between the two towns which are only four miles apart.

4. On January 7th Hoffman, in Richmond County, voted $12,000 in bonds for a new high school building to be erected before the session of 1917-18 opens.

5. Supt. C. M. Dickson, of Ashe County, reports (February 1st) that the county board of education has taken over the property of the Baptist high school at West Jefferson with a view to converting it into a public high school. He wishes to secure aid from the State and he will get it.

6. Supt. John W. Darden, of Washington County, reports (February 5th) that Creswell is getting ready to vote a $5,000 bond issue for a new high school building.

7. Supt. C. W. Massey, of Durham County, reports (February 10th) that Mr. W. W. Fuller, of Briar Cliff Manor, New York, has recently made a donation of $1000 for the Lowe's Grove High School for the purpose of general improvements. Mr. Fuller once lived in Durham and was one of its leading attornies. Mr. Massey also reports that Mr. R. K. Smith of New York has also given a $1000 to this school. These two donations, amounting to $2,000 will be spent in improving the school farm.

8. On February 10th Stem Community, in Granivlle County, voted a bond issue of $6,000 for a new high school building.

9. Supt. R. A. Sentell, of Haywood County, and C. B. Hawkins, of the Clyde High School, report that the citizens of Clyde are getting ready for a new building to be erected this summer.

of Pamlico County,

10. Supt. T. B. Attmore reports that on February 14th his board of education started a school boat to transport children from Kershaw Bridge to Oriental High School.

11. Principal Frank Hare, of Lillington, reports that his committee is planning to erect another dormitory for the Lillington High School this spring.

12. Supt. F. M. Williamson, of Chatham County, writes under date of February 20th:

"It is very probable that we shall take over the Bonlee property the first Monday in March. We are doing this with the understanding that this is to be made a State high school.

"Our Board of Education met at Bonlee about two weeks ago and looked over the plant, less the girls' dormitory, for $5,500 and take notes payable in ten years at 4%. He offers also to include the dormitory at $6,000 if $2.00 a month is charged each roomer and ~~xxx xx xxxxxxxxxxxxxxxx~~ one half the rents be paid to him till the building is paid for in this way. If this is done the patrons of the school agree to raise $1,000 to seat the auditorium, build a cook room to the dormitory, etc. We consider this a very fine proposition."

13. Mr. R. C. Bridges, secretary of the Bladenboro High School, Committee, writes under date of February 23rd:

"I want to drop you a line in regard to our School Building at this place. Doubtless you remember when here some time ago noticing our building. We are very much in need of new school facilities. We have carried a bond issue favorably for the amount of $20,000. The bonds have been sold and we have been advised the money will be paid over about the first of March for same. We have in view the establishing of a Farm-Life School in connection with the High School. We have already secured 40 acres of land which will cost $3,000 and our High School Building will cost not less than $17,000; so you see we have no money left to build dormitories, barnes, etc., and equipment for the farm-life school, Considering the money we are going to spend we feel that the State cannot turn us down on a loan of $10,000 to build the dormitories, barns and to put in the necessary equipment, and we want to ask you to kindly help us out in securing this loan. As I remember when you were here and talked with us about this subject, you told us that those that helped themselves the State would surely consider helping."

L. F. A.

Rec'd given to E. C. B.

L. F. A.

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GENERAL EDUCATION BOARD

ACCOUNT OF ACTIVITIES FOR MARCH, 1917.
N. W. WALKER, CHAPEL HILL, N.C.

Most of my time and attention for the month of March have been given to matters pertaining to the University Summer School. I have been at Chapel Hill the greater part of the month. I have made the following trips away from Chapel Hill:

March 2-4: Trip to Lumberton.

On the morning of March 3rd I addressed the County Teachers' Association in session at Lumberton and in the afternoon met in conference with the high school teachers of the county to advise with them about re-organizing their courses of study.

March 11-12: Trip to Kinston.

On the morning of March 12th Supt. Joyner and I met the county school officials of Lenoir County and the town officials of Kinston in a joint meeting to confer about the advisability of establishing at or near Kinston a central high school for Lenoir County with a farm-life department. There were present at this meeting the following: Supt. Joseph Kinsey, of Lenoir County; Supt. K. R. Curtis, of the Kinston city school; Miss Hattie Parrott, Assistant Superintendent of Lenoir County; Dr. J. M. Parrott, of the County Board of Education; and Mr. Goodson, of the City School Board. There were also present Mr. Hayes, Miss Elizabeth Kelly, and Mr. O. F. McCrary, county demonstration agent. The plan proposed by Supt. Curtis was to establish a central high school for the town and county which should have the usual farm-life department. The plan proposed cannot for the present be carried out since the school law prohibits the establishment of such a school within two miles of a town of 5,000 or more inhabitants. One of two things will have to be done before the plan can be carried out---the law will have to be amended or the plan modified. The proposal will therefore have to be held in abeyance for some time at least.

March 16: Trip to Raleigh for a conference with Supt. Joyner about high school matters.

March 21: Trip to Raleigh for conference with Supt. Joyner.

March 29-30: Trip to Raeford, Hoke County.

On the morning of March 30th I attended the annual county commencement of Hoke County and delivered the commencement address. One of the two high schools in Hoke County is located at Raeford. Contract has just been let for a new building to cost equipped about $35,000.

HIGH SCHOOL NOTES

1. Principal S. G. Hasty of the Churchland High School in Davidson County reports on March 9th that nine counties are represented in his high school this year.

2. Principal Roy a Marsh, of Forest City in Rutherford County, reports on March 7th that an election for school bonds for $25,000 will be held on May 8th.

3. Mr. A. N. Wilkinson, of the Beulaville School in Duplin County, reports that their new $5,000 school building will be completed in May. It will contain six large class rooms and an auditorium sufficient to seat 250. They have a special tax levy on the township of thirty cents and ninety cents on the poll. Their teaching force consists of five teachers, only one of which devotes him entire time to the high school work. There are 21 enrolled in the high school.

4. On March 3rd Moss Hill community in Lenoir County voted a bond issue of $7,000 for a new building to be used for its prospective high school to be established this summer.

5. On March 14th Supt. H. W. Early, of Bertie County, reported that the people of Mars Hill District will vote on the question of issuing bonds in the amount of $5,500 on April 10th for the purpose of constructing a new building. The election is called under the State-wide Bond Act for School Buildings and provides for the maximum tax that can be levied under this act. It is the purpose of the people of this district to erect a building that, including equipment, will cost at least $8,000. It is probable that the old building will be converted into a home for teachers and boarding students.

6. Grifton, in Pitt County, has just completed a new $25,000 building.

7. Supt. W. H. Hipps, of Buncombe County, reports under date of March 20th: "At West Buncombe we have let the contract for the erection of a building for the sum of $13,238. We hope to have this building completed by the 1st of September. We are getting an eight room building with an auditorium, principal's office, library and music room. It is a most excellent building. We have purchased 5.04 acres of land at a cost of $150 an acre.

(All)

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.
March 9, 1917.

HIGH SCHOOL LETTER NO. 24

DISTRICT CONTESTS CALLED OFF.

To The Public High School Principals:-

For some weeks we have been trying to arrange for the five District Contests to be held in April as usual, but have encountered so many obstacles that it now seems advisable to call off these contests for this year. This does not mean that the annual district "meets" have been permanently abandoned. We hope to revive them next year and to put them on a firm and permanent basis. The plan for this will be worked out and presented at the District Meetings next fall.

There are now so many outside activities in which the high schools are called upon to participate ---such as the Declamation Contests held at the several colleges, the Debating Union, the State-wide Track Meet, and other athletic contests, and particularly the County Commencements, most of which are held in April---that we have found it exceedingly difficult, in fact practically impossible, to wedge in the District Contests this year at a time that would be convenient for the several towns and institutions that heretofore have helped to finance them, and at the same time convenient for the schools participating in them. Most of the towns, too, in which these "meets" could be held under the old plan, are called upon to bear a large part of the expenses for county commencements, and they cannot finance two events coming so near together.

For these reasons we have decided not to schedule the District Contests this year. We are reluctant to take this action, but under the circumstances it seems best to call them off temporarily.

With all good wishes for a successful year, I am,

Cordially yours,
N. W. WALKER.
State Inspector of High Schools.

NWW:PH.
2-9-17-250.

L. F. A.

L.F.A

REPORT OF ACTIVITIES FOR APRIL, 1917.
N.W. Walker, Chapel Hill, N.C.

RECEIVED
MAY 5 1917
GENERAL EDUCATION BOARD

The greater part of the time I have spent at the office this month has been given to matters pertaining to the University Summer School.

I have edited the April number of the"North Carolina High School Bulletin," prepared most of the copy for the April number of "Educational News" published by the State Department of Education, and given some time to formulating for the State Board of Education new rules and regulations governing the distribution of the State appropriation for high schools.

My trips away from Chapel Hill this month have been as follows:

1. April 3 - Trip to Raleigh.
2. April 4-5 - Trip to Warren County.
3. April 11-14 - Trip to Forest City, Rutherfordton, Cherryville, Shelby, and Greensboro.
4. April 15-17 - Trip to Wilkesboro.
5. April 21 - Trip to Granville County.
6. April 23-24 - Trip to Raleigh.
7. April 26-29 - Trip to Macon and Waxhaw.

1. As a member of the Executive Committee of the Teachers Assembly I was asked by Governor Bickett to go to Raleigh on April 30th for a conference concerning the personnel of the State Board of Examiners and Institute Conductors to be appointed by him under a recent act of the Legislature.

2. I went to Warrenton to deliver the annual address at the Warren County Commencement on April 5th, but the program had to be abandoned because of a downpour of rain.

Warren County has two places applying for State aid for a third high school---Norlina and Warrenton---and I took occasion to confer with the County Board of Education, the County Superintendent of Schools, and local school officials in joint meeting regarding these applications. This county already has two high schools receiving State aid---Macon and Wise. There is considerable antagonism between the two places now applying. The better location for the third school is unquestionably at Warrenton.

Warrenton, However, is not quite ready to meet all requirements, and the County Board wants to wait a little while, before establishing the third school, until Warrenton can get ready. Plans are on foot for the town and county to take over the Warrenton High School, which is one of the better private high schools of the State, and operate it as a public high school. A private school has been operated here for 130 years. The title

to the property is vested in a self-perpetuating board of trustees who may not be able to sell it and, too, sentiment must be created and unified. The town already operates a public graded school that undertakes a year or two of high school work. But the house is not sufficient to take care of a high school department, nor are the funds for maintenance and the teaching force sufficient. The truth is, the Warrenton High School, under the management of Mr. John Graham, is so intrenched in the affections of the community that no steps will be taken to hurt this school. But this school is not drawing the outside patronage it once did, and it would be a wise move for the town and county to take it over as a public high school to continue under the same management . And this is the plan now proposed, but it will take some time to put it through. Furthermore, bonds would have to be voted to put up a modern building, since the old wooden building occupied by the Warrenton High School is becoming somewhat dilapidated and is inadequate to the needs and is out of date.

Norlina, on the other hand, already has a good new building erected a little over a year ago, and is now in a position to meet all the requirements. The people of this place, therefore, are urging the County Board to action at once. But the Board refuses to locate the third school at Norlina since to do so would place all three of the high schools in one corner of the county in adjoining townships. If the State Board will give Warren County aid for two more high schools this year, the County Board will approve both applications, and the case will be closed. But this is a matter to be decided by the State Board when it meets to apportion the high school appropriation this spring.

3. Forest City: I visited the Forest City High School April 12th and addressed the citizens of the town on the question of issuing bonds for a new high school building. An election for this purpose has been called for May 8, though it now seems best to postpone it until war conditions become a little more settled. High prices and war conditions have discouraged so many who would ordinarily be in favor of bonds that at this time the election would fail by about 3 to 1. If conditions improve, however, the election can be carried later.

One of the two high schools of Rutherford County is located here. It draws a good number of pupils from over the county. Mr. R. A. Marsh, an energetic and progressive young school man, who is principal of the school, has been advocating the erection of a modern brick building to cost $25,000. The present building is a square, two-story brick building of the old academy type, inadequate for present needs. It can, however, be converted into a good dormitory and this will likely be done when a new building is erected.

Rutherfordton: I visited the Rutherfordton High School on the afternoon of April 12th. This high school also receives State aid. It is well housed in a good brick building which was enlarged last summer by the addition of six class rooms

which cost $3,000. The curriculum now covers four years. There are two teachers in the high school department, and 50 pupils. A good department of domestic science was added last year. Under the principalship of Mr. J. E. Crutchfield, this school is progressing well and is drawing a considerable number of pupils from outside the local district.

Cherryville: I visited the Cherryville High School in Gaston County on the morning of April 13th. Under the principalship of Mr. Joe R. Nixon, this school is developing in a highly satisfactory manner. Last year a modern brick building was erected, costing equipped about $25,000. The fourth year was added to the high school course this year. There have been enrolled in the high school department this year 135 pupils, 60 of whom came from outside the local district representing 15 elementary schools. There are three full-time teachers in addition to the principal, who gives a part of his time to instruction and who also has general supervision of the elementary schools of this township. This school had a good domestic science equipment installed last year at a cost of about $500. This is one of the four high schools of Gaston County receiving State aid.

Shelby: I visited the Shelby High School, Cleveland County, in the afternoon of April 13th. This school is now under the direction of Supt. I. C. Griffin. At present the high school course covers three years, the fourth year will be added next year. There are at present 142 pupils in the high school department. A bond issue is to be voted this spring for increased school facilities and for a new high school building to be added to the present one. It is the plan of Supt. Griffin and of Supt. Irvin to make this a center High school for Cleveland County. At present the school does not receive State aid, though application will be made to the State Board of Education this year to establish a county high school in connection with the city high school, beginning next year. A number of pupils already attend this school from various parts of the county. At present there are 42 in the high school department paying tuition. Supt. Griffin and Supt. Irvin of the county schools say if this is made a State high school next year, there will be at least 100 high school pupils from the county.

Greensboro: On the morning of April 14th I met with the high school teachers of Guilford County who had come together to consider a uniform course of study for this county. I addressed the meeting on "Some Principles that Should Govern the Making of High School Curricula". Then followed an informal conference, after which a committee was appointed to proceed with the reorganization of the curricula for the schools of this county, in which I was asked to assist. This committee will have its report ready about June 1st.

4. Wilkesboro: On the afternoon of April 16th I met with the committee of the Wilkesboro High School to consider ways and means to establish in connection with this school a farm-life department. I discussed with the committee the requirements which would have to be met before such a depart-

ment could be established and went over the proposed site with the members of the committee. The committee will take this matter up with the county officials at once and see if these officials are ready and willing to undertake the establishment of a farm-life department at this time.

The Wilkesboro High School is one of the two high schools in Wilkes County receiving State aid. It is now offering a four year course of study and has two full-time teachers. It has one fairly good dormitory and is in need of another. There are at present about 50 pupils in this high school coming from various parts of the county. The school term needs to be lengthened and at least one more teacher should be added to the teaching force. I delivered the commencement address at the close of this school Monday evening, April 16.

5. Granville County: On April 21st I meet with the committee of the Knap of Reeds High School and County Board of Education in the office of the County Superintendent to decide on plans for a new high school building at Knap of Reeds, for which this community recently voted $6,000 in bonds, At this meeting the bonds were sold and plans for the new building accepted.

Creedmoor: After the meeting at Oxford, Supt. Webb and I went to Creedmoor in the afternoon to meet with the high school committee to consider plans for a new dormitory and ways and means of raising money for a building to cost about $7,500. One of the three high schools of the county is located at this point. The plans for the dormitory submitted by Mr. Kennedy, an architect of Raleigh, were accepted and the committee will proceed to erect the building this summer.

6. Raleigh; At the request of Supt. Joyner I went to Raleigh on April 23-24 to meet with the newly appointed State Board of Examiners and Institute Conductors. The Board met in the State Superintendent's office and formulated certain rules and regulations which needed to be announced at once and adjourned to meet again on May 12th. The new Board was composed of the following members:

Supt. J. Y. Joyner, Ex-Officio Chairman
Mr. E. E. Sams, Ex-Officio Secretary
Prof. J. H. Highsmith, Wake Forest, N.C.
Supt. A. T. Allen, Salisbury, N.C.
Supt. D. F. Giles, Raleigh, N.C.
Miss Hattie Parrott, Kinston, N.C.
Miss Susie Fulghum, Goldsboro, N.C.
Mrs. T. E. Johnston, Salisbury, N.C.

7. Macon: On April 27th I visited the Macon High School in Warren County and delivered the address at the closing exercises. I also met with the high school committee and advised them as to future plans. The new building for this school is now nearing completion. It is a good two-story building with modern conveniences and appliances costing about $17,500. This is one of the two high schools in Warren

County now receiving State aid. I advised the committee to convert the old building into a dormitory so as to provide for taking care of additional students coming from outside the local district. The committee is favorable to this plan and will undertake to carry out the suggestion if they can only get the cooperation of the County Board of Education.

Waxhaw: On April 28th I visited the Waxhaw School in Union County and delivered the commencement address. Waxhaw is applying for State aid for its high school. Union County already has three schools receiving State aid. The fourth school should, in my judgment, be established at this place. I have met with the committee and advised with them as to what steps should be taken at once. It will be necessary of course for a new building to be erected before a high school can be well accommodated at this point. The old building can be converted into a good dormitory and I advised that this be done. Application will be filed for State aid this spring, and it will probably be accepted if the State Board of Education is able to locate a fourth school in this county this year.

High School Notes

On April 10th Creswell voted a bond issue for $15,00 for the erection of a new school building.

Mr. F. A. Penland, of Bonlee, Chatham County, reports that on April 17 Bonlee voted $3,500 in bonds and a special tax of not to exceed 30¢ on the $100 worth of property and 90¢ on the poll.

Charlotte on the 26th of April voted a $250,000 bond issue for school purposes, $150,000 of which the Board of Education plans to spend for a new high school building.

On April 21 Angier, Harnett County, voted a bond issue for $20,000 for the erection of a new school building.

On April 16 Supt. L. J. Bell, of Richmond County, reports: "Hoffman has just voted $14,000 in bonds for a new building, and we hope the way is going to be clear there for a dormitory.**Roberdel is having the best year in its history. It has the best enrollment and attendance it has ever had. The tax in this district has been increased 6 2/3 cents this year."

Summary of Addresses

April 12 - Address at Forest City
" 14 - Address at Greensboro
" 16 - Address at Wilkesboro
" 27 - Address at Macon
" 28 - Address at Waxhaw

Publications

April Number of North Carolina High School Bulletin
Summer School Announcement
(ALL)

L.F.A.

L.F.A.

REPORT OF ACTIVITIES AND PROGRESS FOR MAY, 1917
N. W. WALKER, CHAPEL HILL, N.C.

This month most of my time has been given to administrative work of the University Summer School, of which I continue to serve as Director. I have made only three trips away from Chapel Hill as follows:

1. May 3-5, trip to Pitt and Wayne Counties.
2. May 8-12, trip to Washington and Hyde Counties, and Raleigh.
3. May 15, trip to Raleigh.

1. On May 4th I delivered two commencement addresses, one in the morning at Grifton in Pitt County, and one in the afternoon at Seven Springs in Wayne County.

Grifton is applying for the third State high school to be established in Pitt County. This school is well located and will be accepted. A new brick building has just been completed, costing equipped $24,000. This house is well designed and well constructed. It has nine classrooms, an auditorium, library, office, toilets; equipped with steam heat, electric lights and other modern conveniences. Five years ago this community voted a special schoolmaintenance tax of thirty cents on the hundred dollars valuation of property and ninety cents on poll; two years ago it increased this tax to fifty cents on the hundred dollars valuation of property and one dollar on the poll. Last year it voted an additional special tax of twenty cents for bonds. There is a good school spirit in this community and the willingness and means to develop here a strong school. At present a meager four year high school course is undertaken. There are about thirty pupils in the high school grades. As soon as this school is accepted as a State high school, the teaching force will be increased and the curriculum broadened and strengthened. I had a conference with the local committee and with the county superintendent of schools, Mr. S. B. Underwood, and recommended that the old wooden building be converted into a dormitory and that a department of home economics be established at once. Both the local committee and county superintendent assured me that these recommendations would be carried out this summer.

Seven Springs, one of the three high schools of Wayne County, is located at this point. The building is poorly equipped and the attendance small. In conference with the county superintendent and high school principal I recommended that the old building at this point be converted into a dormitory and a modern high school building erected. I see no hope for the development of a strong high school at this point until this step is taken.

2. On May 9th I visited the high schools at Plymouth and Roper.

Plymouth. On May 9th I visited the Plymouth High School in Washington County. This school is housed in a fairly good brick building and is undertaking to carry out a four-year high school course. There are two teachers giving full time to the work of the high school and one giving half time. The school at present does not get State aid.

Roper. On the afternoon of May 9th I visited the Roper High School in Washington County. This is one of the two high schools in this county receiving State aid. At present a three-year course is offered. There are 32 pupils in the high school department, 12 are this year finishing the tenth grade. The principal is urging the committee to add the fourth year and I was assured by the committee that the fourth year will be added if they can possibly find a way to do it. This school is lacking in laboratory equipment. I recommended to the committee that such equipment be provided and that a home economics department be established. They say it will be necessary to vote an additional tax before this can be done.

Lake Landing High School. On May 10th I visited the Lake Landing High School in Hyde County and delivered the commencement address. This school is applying for State aid. It is well located. It is housed in a fairly good building, but lacking in good equipment. It is located at the exact center of Lake Landing Township, on which there is a special maintenance tax of thirty cents. In conference with the committee I recommended a number of improvements in the building and urged that a dormitory be provided, and I promised to recommend to the State Board of Education that their application for State aid be accepted, provided certain improvements are made. The committee and principal assured me that some of these improvements would be made in the summer and that additional high school teacher would be added at the opening of the next session.

Creswell. On May 11th I went to Creswell in Washington County to advise with the county and local officials about the plans for a new school building. This community recently voted $15,000 in bonds for the purpose of erecting a new building for the opening of the next session.

Raleigh. On May 12th at the request of State Superintendent of Public Instruction I met with the new State Board of Examiners and Institute Conductors for a conference on the standards which they are about to adopt for the issuance of the various classes of teachers' certificates.

3. On May 15th I went to Raleigh at the request of the State Superintendent of Public Instruction to confer with him about a number of high school matters. I also met with Mr. T. E. Brown, Supervisor of Secondary Agricultural Education, and his committee of teachers of agriculture in the farm-life schools, who are at work on a revised course of study.

High School Notes

Supt. R. N. Misbet reports under date of May 7th: "Waxhaw has decided to hold an election for bonds to the amount of $20,000 for the erection of a number one brick building. Parties especially interested feel that in voting these bonds and thereby insuring a better building, they are meeting your conditions for the establishment of the school at that place."

Later Mr. S. G. Hawfield writes relative to the Waxhaw situation: "We had an enthusiastic meeting last week and a committee was appointed and instructed to draw up a petition for an election. The committee did this and easily secured the signatures of a majority of the qualified voters of the district."

Mr. L. Roy Davis, of Bladenboro, writes under date of May 14th: "We have just succeeded in putting through a bond issue in my district for a modern school building, teacherage, and equipment, making available $9.000 or $10,000 for this purpose. We are planning to have constructed this summer a five or six room brick building with auditorium."

On May 9th Mr. D. M. Cagle, chairman of the school board, Clyde, N. C., writes: "We have carried our school tax by a strong majority and will now proceed to build a school house. I will purchase land this week at an ideal place to put the building and just as soon as I get this done I will write or wire you and we want you to come here. I want you to look over the ground and help us plan the building. I intend to put up a building that any community in western North Carolina will be proud of. "

On May 10th Mr. R. L. Coons, of Troy, reports: "We have decided to add another teacher to our high school faculty for the coming year, and have also decided to hire a whole time music teacher."

On May 30th, Mr. A. T. Leighton, principal of Alliance High School in Pamlico County, reports: "We carried an election today for bonding the district to build a new brick building. We are feeling very much pleased over the result."

Supt. T. B. Attmore, of Stonewall, N.C., writes on the 30th instant: "I am very glad to report to you that the Alliance High School District yesterday voted to issue $5,000 in bonds and to raise their local school tax from thirty to fifty cents on the one hundred dollars valuation of property. The vote was thirty-two for bonds and for the tax and sixteen against. We feel very proud of this victory and believe that this is the first district in the State to take advantage of the recent act of the legislature allowing a district to raise its tax from thirty to fifty cents. We now have on foot a move to consolidate three districts, Alliance, Bayboro, and Stonewall, and operate a great big school ."

Recently Aulander in Bertie County voted an additional $10,000 bond issue for the purpose of improving its school plant.

SUMMARY

Addresses
May 4, Grifton
May 4, Seven Springs
May 10, Lake Landing
May 11, Creswell

(All)

L.F.A.

REPORT OF ACTIVITIES AND PROGRESS FOR JUNE, 1917.
N. W. WALKER, CHAPEL HILL, N.C.

During the month of June the greater part of my time has been taken up with the affairs of the University Summer School which opened June 12th. I have made the following trips away from Chapel Hill:

1. June 1st, Battleboro
2. June 1-5, Currituck County.
3. June 9-10, Guilford County.
4. June 10-11, Raleigh.
5. June 15-16, Guilford County.
6. June 18, Raleigh.
7. June 27, Raleigh.

On June 1st I delivered the commencement address at the closing exercises of the Battleboro High School.

On June 2nd I went to Moyock, in Currituck County, to confer with the committee about the establishment of a high school at this point, and application has been made and accepted and the school will open as a State high school in the fall. This is the second high school to receive State aid in Currituck County. In the afternoon I visited the Poplar Branch High School and addressed an educational gathering at this point in the evening.

On June 4th I delivered the commencement address at the closing exercises of the Boykins High School in Virginia.

I went to Pleasant Garden, in Guilford County, on June 9th to address the citizens of Fentress Township on the question of issuing $40,000 in bonds for a new high school building at pleasant Garden. A downpour of rain prevented the meeting and I returned and addressed the citizens of this township on the 15th.

I made three trips to Raleigh to confer with the State Superintendent about the apportionment of the high school fund for next year. These trips were made on the 11th, 18th and 21st. A number of applications for new schools have been accepted and others are under consideration. A complete list of the new schools established will be submitted in a later report. Considerable time has been given to matters relating to high school apportionments.

High School Notes

On June 16th Rich Square, in Northampton County, voted a bond issue of $25,000 for a new high school building.

On June 19th Fentress Township in Guilford County voted $40,000 in bonds for a new high school building and equipment at Pleasant Garden.

On June 26th Polkton, in Anson County, voted $7,000 in bonds for a new high school building.

Waxhaw, in Union County voted $20,000 in bonds for a new high school building on June 30th.

Edenton voted an additional $10,000 in bonds on June 30th to complete its new school building.

On June 30th Deep Creek, in Union County, voted a special tax of fifty cents on the hundred dollars valuation of property, in order to secure funds with which to operate a high school for which it is making application.

SUMMARY

Addresses

June 1, Battleboro
June 2, Poplar Branch
June 4, Boykins, Va.
June 15, Pleasant Garden.

(All)

L.F.A.

RECEIVED
AUG 13 1917
GENERAL EDUCATION BOARD
E. A. B.

REPORT OF ACTIVITIES OF HIGH SCHOOL PROGRESS
FOR THE MONTH OF JULY, 1917.

N. W. WALKER, CHAPEL HILL, N.C.

During this month my time has been occupied as follows:

(1) Most of my time has been given to the University Summer School, of which I serve as director. The school opened June 12 and closed July 27. The number enrolled was 901, most of whom were teachers or prospective teachers. A full account of the Summer School will be embodied in a separate detailed report to be submitted to the President of the University for publication. In addition to my duties as Director of the Summer School, I delivered a series of five lectures (July 16-20) on High School Organization and Administration before the institute for high school teachers, principals and superintendents, which was held in connection with the Summer School.

(2) Considerable time has been given to office correspondence and conferences relating to applications for new high schools, increased apportionments, reports, expense budgets, etc. Applications have been received for about 60 new schools and applications for increased apportionments have been received from over a hundred of the schools already in operation. A complete statement of the number of new schools established, the number granted increased apportionments, the number of transfers, reduced apportionments, etc., will be published in my annual report to the State Superintendent of Public Instruction to appear this fall.

(3) I have had time for only two short trips away from Chapel Hill, both of which were made to Raleigh at the request of the State Superintendent of Public Instruction.

July 14: At the request of State Superintendent Joyner I went to Raleigh for a conference with the State Board of Examiners and Institute Conductors regarding the standards of high schools, whose graduates should be accepted without examination for the lower classes of certificates. The Board accepted my recommendations in this matter. I also conferred on this occasion with Supt. Joyner regarding the selection of high school textbooks, the plan for which is embodied in High School Letter No. 29 which went out from my office a few days later and copy of which accompanies this report.

July 31. At the request of Supt. Joyner I went to Raleigh to appear before the State Board of Education regarding the contest in Mecklenburg County over the location of the fourth high school to be established in this county. The

two places [redacted] applying for it are Cornelius and Paw Creek. Both applications had been approved by the County Board of Education. Because of its better location I had recommended that the application from Paw Creek be accepted and that the fourth high school be established there as soon as the necessary building and equipment were provided. Mr. Joyner had approved my recommendation. The people of Cornelius appealed from the ruling of the State Superintendant to the State Board of Education. Both places had delegations to appear before the Board on the 30th, and on the 31st the Board met to take action in the matter. The Board voted to locate the fourth school at Paw Creek as soon as the necessary building and equipment are provided.

High School Notes

Principal J.T. Allen reports that Lowell recently voted $20,000 in bonds for a new school building.

Supt. L. N. Hickerson, of Rockingham County, reports that Stoneville recently voted $7,000 in bonds to provide a part of the funds with which a new building is to be erected. Arrangements have already been made for putting up a new building at this point to cost $12,000.

Prin. J. L. Farmer, of the Enfield, High School, in Halifax County, reports that the new high school building for Enfield is now finished. It cost equipped about $30,000.

Supt. A. F. Mitchell, of Transylvania County, reports that Penrose recently voted a small bond issue of $1,600 to provide a part of the funds with which to erect a new building which is to cost about $4,200.

(All)

~~L.F.A.~~
9/17/17

REPORT OF ACTIVITIES FOR THE MONTH OF AUGUST, 1917
N. W. Walker, Chapel Hill, N.C.

During the month of August my time has been occupied as follows:

(1) I have carried on the usual office correspondence with school officials relating to applications for increased apportionments and for apportionments for new high schools; have apportioned tentatively the high school appropriation and notified the county superintendents of the apportionments the various counties may expect to receive; and have given considerable time to the work of the Teachers' Bureau. In the spring and summer many of the high school men went to the training camps and many others were drafted. As a result there has been an unusual demand for high school teachers this year. My office has done all it could to help school officials to find teachers and principals.

(2) I have prepared for publication the July number of the North Carolina High School Bulletin and High School Leaflet No. 11, which contains approved outlines of suggested high school curricula, acceptable high school textbooks, and other information relating to the organization and administration of the public high schools.

(3) I have made trips away from Chapel Hill as follows:

August 1-2: Trip to Calypso, Duplin County.
August 9-11: Trip to Anson and Richmond Counties.
August 17: Trip to Cedar Grove, Orange County.
August 20: Trip to Raleigh.
August 27: Trip to Raleigh.

On August 1st I addressed an educational gathering at Calypso in the interest of the new high school building. This place is applying for State aid and its application has been approved on condition that the necessary building and equipment be provided. The community will vote on this issue early in September. The petition asking for the election has been circulated and signed by 150 voters of the district.

175 of the

On the morning of August 10th I met with the high school committeemen of Deep Creek, Anson County, regarding the establishment of a high school at this point. This community is applying for State aid and its application has been accepted, provided three districts are consolidated with special tax rate increased to fifty cents and a new building to cost from $8,000 to $10,000 erected.

On the evening of the 10th I went to Ellerbe in Richmond County with Supt. Bell and addressed a meeting in the interest of the State high school at this point. Ellerbe's application has been approved on condition that it erect a modern building with good equipment and meet the other

requirements of the law. The petition asking for an election to vote on the proposition of voting $12,500 in bonds for a new building has already been presented to the Board of County Commissioners signed by 110 of the voters of the district. The election will be held in September.

On September 17th I went to Cedar Grove , in Orange County, with Supt. S. P. Lockhart to address the people of that district and to confer with them about their application for a high school at this point. Cedar Grove's application has been accepted provided it votes the necessary tax for the support of the school and remodels its old building or erects a new one.

August 20 and again on August 25th I went to Raleigh to confer with State Supt. Joyner about a number of high school matters needing attention at that time.

SUMMARY

Addresses:

August 1st, Calypso, Duplin County.
August 10, Ellerbe, Richmond County.
August 17, Cedar Grove, Washington County.

Publications:

July number of the North Carolina High School Bulletin.
High School Leaflet No. 11.

(All)

L.F.A.
9-17-17

RECEIVED
SEP 17 1917
GENERAL EDUCATION BOARD
E. B.

L.F.A.
11/19/17

REPORT OF ACTIVITIES AND HIGH SCHOOL PROGRESS FOR THE MONTH OF SEPTEMBER, 1917

N. W. Walker, Chapel Hill, N.C.

During this month my time has been given to the usual office work and to the visitation of schools. I have made four trips away during the month as follows:

I. September 3-6: Trip to Davidson, Haywood, Buncombe and McDowell Counties. On this trip I visited the following schools: Davidson County---the high school department of Thomasville Orphanage, September 3; in Haywood County--- Clyde High School, September 4; in Buncombe County,--Candler High School, September 4, Fairview High School, Biltmore School, West Buncombe High School, and the Woodfin School, September 5; in McDowell County--- Old Fort High School, September 6.

Thomasville: My visit to the high school department of the Thomasville Orphanage, a Baptist institution, was at the request of Supt. M. L. Kesler and the principal of the school, Miss Hattie N. Edwards, for the purpose of advising with them about the reorganization of the program of study. The high school department at present offers a meagre three-year course with some opportunity, though limited, for vocational instruction.

Clyde: The Clyde High School has erected a new building that will cost equipped about $10,000 or $12,000. I went there to confer with the committee about the necessary changes in the plan to make it conform to the State requirements. The new building will not be ready before January.

Candler: This school is sorely in need of a new building. The old one is badly arranged, poorly lighted, and is too small for the present needs of the school. I have called the attention of the county superintendent and the committee to the needs of this school and have urged upon them the necessity of providing an adequate building. But for the war, bonds for a new building would have been voted this year. This school is done growing until a new building is provided. This is one of the four high schools of Buncombe County receiving State aid.

Fairview: What I have just said about the Candler School applies in a large measure to this school also except that it is not overcrowded. The courses in this school are pretty well organized and well conducted. It is one of the four high schools in Buncombe County receiving State aid.

Biltmore: This school has just finished an excellant new building costing about $50,000. Tt is a local high school and does not receive State aid. The session has not yet opened. Completed and equipped this building will cost about $58,000. This includes ten acres of land and a ten-room residence. There are twelve class-rooms in the new building with an auditorium to seat over 1200, Besides the twelve class-rooms just mentioned there are rooms in the basement to be fitted up for manual training laboratory, two rooms for home economics, toilets and a large play room. The school also owns a large Reo Truck for the transportation of children from a distance. This truck will carry from 35 to 40.

West Buncombe: This school has not yet opened. An excellent new building now in the course of construction that will cost when completed and equipped close to $20,000 will be ready in the course of the next month or six weeks. This is one of the four high schools in Buncombe County receiving State aid. In order to strengthen and develop this high school three districts were consolidated and a bond issue voted for a new house.

Woodfin: The Woodfin School, a local public school doing two years of high school work, is just outside the city of Asheville. It is now housed in a handsome new brick building which cost over $18,000.

Buncombe County: Supt. W. H. Hipps and his county board of education have been for two years waging a successful campaign for better school buildings. A campaign, too, has been waged in the city of Asheville for a new high school building,which resulted in a successful election last year for the issuance of $200,000 in bonds. As a result of these campaigns Buncombe County has just built or is now building a number of new school houses, modern in design and construction, as shown below:

	Will Cost Equipped
Biltmore	$58,000
Woodfin	20,000
West Asheville	40,000
West Buncombe	20,000
Black Mountain	42,000
Barnardsville	12,000
Asheville	210,000

No other county in the State has been voting bonds for new high school buildings so readily or spending so much money for the erection and equipment of modern school plants.

Old Fort: This school was opened this year as a State high school, the third one to receive State aid in McDowell County. It is housed in a handsome, but small, new building and is doing good work.

II. September 11-12: Trip to Aberdeen, Moore County. I was present at a rally on the opening day of school and delivered an address.

Aberdeen: The Aberdeen School has just opened as a State high school, the third to be established in Moore County. It is housed in a good building erected some two or three years ago at a cost of $20,000. This district passed a special school tax of 65¢ on the hundred dollars worth of property and $1.95 on the poll and offers a four-year course, but needs an additional teacher in order to do this amount of work well.

III. September 18-23: Trip to Ashe and Alleghany Counties. On this trip I took part in two conferences---one at Jefferson on the 19th and one at West Jefferson on the 20th--- and visited the following schools: Ashe County---Jefferson School and West Jefferson High School, September 20; Helton High School and Grassy Creek High School, September 21; Alleghany County---, the high school buildings at Piney Creek, Turkey Knob and Sparta (schools not in session); Glade Valley High School, a church school, September 22nd.

Conference at Jefferson: At the request of State Supt. Joyner I attended this conference which was called by him in an effort to put an end to a rangle that had grown out of the consolidation of the local public school with the Jefferson School, which is a church school. In this conference the county board of education, the trustees and principal of the Jefferson School, the local public school committee, State Superintendent of Public Instruction, and a number of citizens of the town took part. After a thorough investigation as to the plan of cooperation between these two schools and after hearing all that both sides of the controversy had to say, the State Superintendent ruled that the two schools must be conducted separately.

Conference at West Jefferson: On September 20th Supt. Joyner and I held a conference at West Jefferson with the county board of education and high school committee regarding necessary improvements in the West Jefferson High School which has just been made a State high school. This institution was established as a Baptist school some two years ago in opposition to the Methodist School at Jefferson, which is less than two miles away. Last spring the county board of education took over the property and this fall the school opened as a State high school with find prospects of success.

Helton: This was the first high school to be established in Ashe County. Some repairs have been made to the building and it has been painted since my last visit, though many other improvements are still nefessary. The school is now developing as it should.

Grassy Creek: This is the third high school to receive State aid in Ashe County. It is on the line between Virginia and North Carolina and is a joint high school for Grayson County, Virginia, and Ashe County, North Carolina.

Funds have been contributed by both of these counties for its support and by the two states. There is a good building, though insufficiently equipped, built just a few years ago that is today probably worth $17,000. The school offers a four-year course, though there are only two full-time high school teachers. A dormitory is to be quipped at an early date, so the committee advised me.

Piney Creek: The school has not yet opened at this place. This is one of the three high schools of Alleghany County receiving State aid.

Turkey Knob: The school has not yet opened here. This building has just been enlarged and improved. The second story has been added providing for one new class-room and a good auditorium. This is one of the three high schools in Alleghany County receiving State aid.

Sparta: Here is a ramshackle old building that ought to be abolished. This school has been receiving State aid for several years but it is not making any progress. There is no prospect for the development of a high school at Sparta until a new building is provided.

Glade Valley: This school is operated under the auspices of the Presbyterian Church. It has two buildings, 120 acres of land partly cleared, stock, barns, etc. It is coeducational. There are at present only 55 pupils enrolled, most of whom are girls. The expenses are exceedingly low. Mr. W. L. Cooper, principal of the school, reports them to be as follows:

Tuition.....	$2.00
Board.....	10.00
Laundry.....	1.00
	$13.00

IV. September 27-29: Trip to Moore and Chatham Counties. On this trip I visited in Moore County the high schools at Carthage, Jackson Springs and Eureka. On the 29th I went to Pittsboro in Chatham County to attend a teachers meeting, but the weather interfered and no meeting was held.

Carthage: This is one of the four high schools in Moore County receiving State aid and the first one to be established. It has enrolled at present 58 pupils in the high school department, 25 of whom come from outside the local district. It offers a four-year course and has three full-time high school teachers. It is housed in a good building well equipped, except that it is lacking in laboratory facilities.

Jackson Springs: This school is applying for State aid and the purpose of my visit was to ascertain whether or not it is in a position to meet the requirements of the law. It is the fourth high school to be established in Moore County.

Eureka: This is one of the four high schools of Moore County. It has a farm-life department that is fairly well equipped. In addition to the main building it has an excellent dormitory for girls and a good dormitory for boys, and on its campus is the James McConnell Hospital. One of the remarkable things about this school is that there is not a servant on the place. The girls do all the work about the kitchen and dining room and the boys do all the work about the farm. This school offers a four-year course ~~xxx~~ at present.

High School Notes

Dobson on September 18th voted $5,000 in bonds for a new school building. $2,000 of this will be used to pay off the district's present indebtedness and the remainder supplemented by an appropriation from the county building fund will be used to erect a new high school building which will cost $4,000.

On September 8th Paw Creek, Mecklenburg County, voted $12,000 in bonds for the purpose of erecting a public high school building. The new building equipped will cost from $18,000 to $20,000.

On September 15th Ellerbe, Rockingham County, voted $12,500 in bonds for a new school building to be erected for its high school in the near future. The new building will cost about $16,000, Supt. Bell reports.

Mr. Bruce Craven, of Trinity writes under date of October 6th: "I am advised that two country girls spent the entire school year here last year (going home from Friday evening to Monday morning) at a total expense for both of them of $31.60 for the whole year---they bringing everything they ate from home and cooking it themselves."

SUMMARY

Addresses:
September 12-----Aberdeen.

Publications:
Circular Letter No. 32.

(All)

E. A.
11/19/17

REPORT OF ACTIVITIES AND HIGH SCHOOL PROGRESS FOR THE MONTH OF OCTOBER, 1917.

N. W. Walker, Chapel Hill, N.C.

During this month I have spent a good deal of time in the preparation of my reports and other high school literature. I have made six trips away from Chapel Hill as follows:

I. October 1st: Trip to Hillsboro in the interest of the Orange County Training School for Negroes at Chapel Hill. On this occasion the county board of educationincreased the apportionment for this school from $700 a year to $1100 and established new district lines and appointed a special committee to look after the interests of the school.

II. October 5-6: Trip to Raleigh to confer with the State Superintendent of Public Instruction about high school matters and to appear before the State Board of Education to present a plan for the classification of the high schools of the State. This plan was adopted and will be published soon in High School Leaflet No. 12.

III. October 13: Trip to Pittsboro in Chatham County attending the meeting of the high school teachers and principals and before which I delivered an address.

IV. October 14-19: Trip to Camden and Currituck and Pasquotank Counties and Edenton. On this trip I visited the following schools: In Camden County---Old Trap High School and South Mills High School, October 15; Currituck County--- Moyock High School, October 16, Poplar Branch High School, October 17; On the 18th I met with the county superintendent of schools and county board of education of Pasquotank County in Elizabeth City to advise with them about the establishment of a high school in Pasquotank County at Newland. The application has been approved and accepted and the Newland High School will open in November. This is the first school in Pasquotank County to receive State aid.

Old Trap: This is the second high school to be established in Camden County. The purpose of my visit was to ascertain whether or not it was ready to meet the requirements of the law.

South Mills: This school is not progressing as it should. For a year or more it has been handicapped by political and church dissension which has been carried over into the school. It is hoped that there is to be an end to this from now on. The school is well housed in a good building, has two full-time high school teachers and undertakes to do full four years work.

Moyock: This is the second high school to be established in Currituck County. The number of students at present is small and the course rather meagre but the instruction is exceeding good

so far as it goes and the school gives promise of development.

Popular Branch: I went to this community to confer with the community about the new building now in process of construction. Because of the great shortage of labor, due in a large measure to the proximity of this place to Norfolk, Va., work on this building has been practically at a standstill for some time. An excellent new building well arranged and well constructed is in process of construction and ought to be ready for the opening of the fall term, but will probably not be ready before January.

Edenton: The Edenton High School is now housed in one of the best buildings in eastern North Carolina. It was erected a year ago at a cost of about $30,000. It offers a four-year course of study and has teachers sufficient to carry such a course. It has good equipment for home economics, physics and general science.

V. October 27: Trip to Raleigh. On this occasion I attended the meeting of the Executive Committee of the State Teachers' Assembly.

VI. October 29-31: Trip to Pamlico County and Goldsboro. On this trip I visited the high schools at Oriental and Alliance, October 30, and Goldsboro, October 31.

Oriental: This is one of the two high schools in Pamlico County receiving State aid. The county board of education has provided a good motor truck to bring the high school pupils from a distance. The school is housed in a good brick building having six class-rooms and an auditorium. It offers a four-year high school course and has two full-time high school teachers. It needs laboratory equipment and dormitory facilities.

Alliance: This is one of the two high schools in Pamlico County receiving State aid. Last May the district voted 5,000 in bonds for a new building. The old building and grounds can be sold for $2,000. This will make $8,500 for a new site and building. I visited the school in the afternoon and addressed a meeting of the citizens that night.

Goldsboro: This is one of our best city high schools. It offers a full four-year program of study in the general branches and in addition good courses in home economics, manual training, and commercial work. The school this year has added military training. The home economics department is well equipped and it has a science laboratory fairly well equipped for general science, physical geography, physics and chemistry. It is one of the schools accredited by the Commission on Accredited Schools of the South.

Addresses:

October 13---Pittsboro
" 30---Alliance

Publications:

October number of the N.C. High School Bulletin.
High School Leaflets nos. 12 and 13 prepared.
High School Letters nos. 33, 34, 35, 36, 37.
(ALL)

L.T.A.
ack.

REPORT OF ACTIVITIES OF THE MONTH OF NOVEMBER, 1917.

N. W. Walker, Chapel Hill, N. C.

A good deal of my time this month has been spent in the office attending to the following duties in addition to keeping up with the usual correspondence: 1. Preparing my annual reports as (a) State Inspector of High Schools, (b) Director of the University Summer School, (c) Professor of Secondary Education in the University. 2. Making preparations for the publication of "The High School Journal"- getting out the "Prospectus", getting up the advertising, and planning for the first regular issue of the publication-which duties have fallen to me as Managing Editor.

During this month I have made the following trips away from Chapel Hill:

I. November 2nd: I visited the Bahama High School in Durham County and delivered an address at the Community fair held at this school.

II. November 5-6: I went to Pasquotank County and visited the Newland High School and the Elizabeth City High School. The Newland High School is the first one in this county to receive State aid. A nice new building has just been completed which cost about $7,500. I delivered an address at the dedication of this school on November 5th when it opened its doors as a State High School.

III. November 14-17: I went to Atlanta, Georgia, to attend the Annual meeting of the Commission on Accredited Schools of the Southern States of which I am a member.

IV. November 22nd: I went to Durham to look after the make-up of the Prospectus of The High School Journal which is being printed at the Seeman Printery.

V. November 27-Dec. 1: I attended the annual meeting of the North Carolina State Teachers Assembly at Charlotte. On the 28th I delivered an address before the joint session of County Superintendents and High School Principals, and on the 29th I presented a paper before the Association of High School Principals and Teachers.

SUMMARY

Addresses delivered:

November 2---Bahama-Community Fair.
" 5---Newland -Dedication of High School Building
" 28---Charlotte-Before Assoc. Of H.S.Principals
" 29---Charlotte-Before Assoc.of H.S.Principals and Teachers.

Publications Prepared:

Tenth Annual Report of Inspector of High Schools.
Report of Director of University Summer School
Report of Prof. of Secondary Education-H.S.Leaflet No.14

Circular Letters Sent Out:

Letter Requiring Farm-Life School Reports
High School Letter No.38-Calling for Preliminary Report
" " " " 39-Calling Principals' Conference
" " " " 40-Refund of Expenses

(ALL)

FARM-LIFE SCHOOL REPORT

STATEMENT OF RESOURCES, OPERATING EXPENSES CHARACTER AND VALUE OF PLANT AND EQUIPMENT, AND IMPROVEMENTS IN SAME DURING THE PAST YEAR
(November, 1917)

Name of School_____Location (P.O.)_____
If your farm-life department has been started since November of last year, state when_____.

I. TEACHERS:
(a). Teacher of Agriculture_____
(b). Teacher of Home Economics_____

II. PRESENT ENROLLMENT:
(a). Boys studying agriculture_____
(b). Girls studying home economics_____

III. FARM-LIFE SCHOOL FUNDS FOR MAINTENANCE FOR THE YEAR 1916-'17:
(a). Receipts:
1. From the State.....
2. From the County School Fund.
3. From the County Commissioners
4. Other Sources.....
5. Total funds received for operating expenses

(b) Expenditures:
1. Salary of teacher of agriculture
2. Salary of teacher of home econ.
3. Incidental expenses.....
4. Other expenses.....
5. Total expenditures.....

IV. ESTIMATED RECEIPTS AND EXPENDITURES FOR THE YEAR 1917-'18:

(a). Receipts:
1. From the State.....
2. From the County School Fund....
3. From the County Commissioners..
4. Other Sources.....
5. Total.....

(b). Expenditures:
1. Salary of agriculturist.....
2. Salary of teacher of home econ.
3. Incidental expenses.....
4. Other expenses.....
5. Total expenditures (estimated).....

V. IMPROVEMENTS IN PLANT AND EQUIPMENT WITHIN THE PAST YEAR:
(a). Buildings erected: (Name each and state cost)

(b). Equipment added: (State kind and give cost on reverse side of this sheet)
1. For agriculture 2. For home economics

(c). Land acquired: (State amount and give cost)

(d) Stock Added: (Kind and cost)

(e). Other Improvements or additions: (Kind and cost)
. For Agriculture 2. For Home Econ.

(f). Aggregate cost or value of imrpovements and during year_____.

(g). From what source or sources were funds secured for these improvements?

VI. THE PRESENT PLANT AND ITS VALUE:
(a). Buildings and their value: (give a list of the buildings and cost or value of each with its equipment).

(b). Farm:
1. Number of acres owned by school_____
2. Value_____
3. Give list of equipment and state its value.

VII. REMARKS: Please give on the reverse side of this sheet any supplementary information or pertinent facts.

Signed _____

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.
November 10, 1917.

Dear Sir:-

Please give me at your earliest convenience the information relative to your farm-life school called for on the enclosed blank. I wish to make use of this information at the meeting of county superintendents and high school principals at Charlotte on November 28th and in my forthcoming annual report. Do not hold back the statement for complete or absolutely accurate data. Fill out such parts of the blank as you can at once and let me have it by return mail if possible.

By reference to pages 101-105 of my Annual Report for last year which is probably on file in your office either in a separate pamphlet or in Supt. Joyner's report, you will find in tabular form the information furnished me a year ago by county superintendents and the principal of each farm-life school last November. This may serve as a guide to you in giving the information called for on the enclosed blank. A copy of this letter is being sent to the county superintendent and the principal of each farm-life school.

The report which I shall publish will be illustrated by numerous pictures. If you have recent photographs of new buildings or of any phase of your farm-life school work which you have not already sent to me, or if you can have some good ones made which you can send me before the 20th of November, I shall be very glad to use them to illustrate the report. We hope to show the buildings, the equipment, and something of the work of every farm-life school.

I wish to thank you in advance for your prompt attention to this request.

With kind regards, I am,

Cordially yours,
N. W. WALKER,
State Inspector of High Schools.

NWW:PH
11-10-'17-50

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.
November 10, 1917.

HIGH SCHOOL LETTER NO. 38---PRELIMINARY REPORT

To The High School Principal:-

Herewith I am sending you blank for the Preliminary Report required of all high schools receiving State aid. Please fill this out giving all the information called for and return it to me at your earliest convenience. I trust you can get it to me by November 20th at latest. If this report is to be of any use to me or to you it should be in my hands by that time in order that I may make use of it in our meeting at the Teachers' Assembly. Therefore, please do not delay about this important matter.

Please attach to the report a separate sheet showing your course of study. On this give the following information: the subjects now offered in your school for the first year, second year, third year, and fourth year; number of students in each class; number of recitation periods per week in each subject; length of recitation period; textbook used; and the teacher of each subject.

On another sheet which you will label "General Remarks" and attach to your report, please give an account of any progress made since the annual report was sent in for last year. If a special tax or bond issue has been voted, report this and give the amount. If a new building has been erected or the old building enlarged or improved give particulars and state the approximate amount spent for such improvement. If any steps at all have been taken that spells progress report it. It is to the interest of your school that you do this.

With good wishes for a prosperous year, I am,

Cordially yours,
N. W. WALKER,
State Inspector of High Schools.

NWW:PH
11-10-'17-300

PRINCIPAL'S PRELIMINARY REPORT OF PUBLIC HIGH SCHOOL FOR THE SESSION OF 1917-'18

Instructions To Principal:

1. This report should be made out in full and returned to N.W. Walker, State Inspector of High Schools, Chapel Hill, N.C., before November 20th.
2. The information called for pertains only to the high school department.
3. File a copy of the report with your records.
4. Attach separate sheets giving course of study, daily program, and general remarks.

Name of School_____ Post Office_____

County_____ Principal_____

High School Committee:_____, Chairman

_____, Secretary _____

_____ _____

Date of opening_____, 1917. Approximate of closing_____, 1918

Length of term this year____ weeks. No. Yrs. in course_____

Enrollment and Attendance

	Boys	Girls	Total
1st year..			
2nd year..			
3rd year..			
4th year..			
Total..			

No. enrolled from outside local district_____. Average daily attendance of high school department_____. Average daily attendance of high school pupils from outside of local district_____. No. boarding pupils __.

No. Pupils Pursuing Different Branches: English Grammar and Comp.___; English and American Literature_____; Amer. History_____; Gen. Hist.___; Arithmetic_____; Algebra_____; Geometry____; Latin_____; French_____; German_____; Spanish_____; Phys. Geog._____; Gen. Science_____; Physics_____; Botany_____; Agriculture_____; Home Economics_____; _____; _____; _____.

Teachers	Part Time	Full Time	Monthly Salary	Yearly Salary
Prin.				

Does each teacher doing high school work hold a high school teacher's Certificate? ____. Approximate cost of maintenance of H.S.Dept.$_____

Date_____. Signed _____
Prin.

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.
November 10, 1917.

HIGH SCHOOL LETTER NO. 39---PRINCIPALS' CONFERENCE.

To The High School Principal:-

This is to notify you that the annual conference of public high school principals will convene in Charlotte on Wednesday morning, November 28th, at 11:00 o'clock. All principals of public high schools receiving State aid are expected to attend this conference.

By reference to the program of the Teachers' Assembly which will be mailed to you in the course of the next few days you will observe that the Conference program this year has been merged into the programs of the Association of County Superintendents and the Association of High School Principals and Teachers. There are three of these meetings that all principals will be expected to attend.

1. Wednesday morning, joint meeting with county superintendents
2. Wednesday afternoon, joint meeting with county superintendents and school boards.
3. Thursday morning, joint meeting with the Association of High School Principals and Teachers.

The rest of the time during the session of the Assembly the principals will be free to attend whatsoever departments and meetings they may choose to attend.

It will be well for you to make your hotel reservation at once. Instead of writing directly to one of the hotels, write to Supt. H. P. Harding, chairman of the Committee on Reservations, Charlotte, N.C.

As usual one half of your expenses incurred by attendance upon this meeting and the State Teachers' Assembly will be refunded. In order to secure this refund it will be necessary for you to be present at the first meeting on Wednesday morning, at which time certificates will be given to those in attendance authorizing a refund of one-half their expenses to be paid out of the public high school fund.

Attendance upon this conference and upon the State Teachers' Assembly will take most of the principals away from their schools only one day since Thursday and Friday, November 29th and 30th, will be holidays. I would suggest that you confer with your local committee about this matter at once and make arrangements to let an assistant or substitute take charge of your work during your absence; or if you and your committee think best, you can suspend your high school department for the time you are away. It will certainly be to the interest of your high school for you to attend this meeting.

Hoping to see you in Charlotte on November 28th and wishing for you a most prosperous year, I am,

Very truly yours,
J. Y. JOYNER,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

N. W. WALKER,
STATE INSPECTOR OF HIGH SCHOOLS.
NWW:PH
11-10-'17-300

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

HIGH SCHOOL LETTER NO. 40--REFUND OF EXPENSES.

November 30, 1917.

To The Public High School Principal:-

In accordance with my instructions to you in my letter of November 10th, calling a meeting of the Public High School Principals of the State to convene at Charlotte, November 28-30, you are entitled to a refund of one-half of the actual expenses incurred by your attendance upon that meeting. This will be paid out of the High School fund to the credit of your school and charged to incidental expenses, as authorized under section 7 of the Public High School Law.

Make out your voucher, therefore, for one-half the expenses incurred and present it to your High School Committee, with this letter, authorizing a refund of that amount, and the Committee will authorize the payment of same by the treasurer out of the Public High School fund. I hope that you may get this matter adjusted promptly and not be put to any delay and inconvenience in securing this refund.

Wishing you a successful year, I am,

Cordially yours,
J. Y. JOYNER
State Superintendent of Public Instruction

N. W. WALKER
State Inspector of High Schools

11-27-'17-225

. . . . REPORT OF ACTIVITIES FOR THE MONTH OF DECEMBER, 1917.

~~L.A.~~ Rck.

N. W. Walker, Chapel Hill, N. C.

This month, in addition to carrying on the usual office correspondence, my time has been given to making the final readjustments in the high school apportionments for the year 1917-18, laying plans for the University Summer School for 1918, preparing the January number of "The High School Journal", and the following trips:

I. December 17: I went to Raleigh for a conference with State Superintendent Joyner regarding the final readjustments in high school apportionments.

II. December 20-22: I visited the high schools at Biscoe, Asheboro, and Jamestown, and delivered addresses at Biscoe on December 20, and at Jamestown December 21st.

III. December 27: Trip to Durham to look after the make-up of the High School Journal.

IV. December 28: Trip to Durham to complete the make-up of the January number of the Journal.

SUMMARY

Addresses Delivered:
December 10 - At Chapel Hill - Before The North Carolina Club
December 20---At Biscoe
" 21--- " Jamestown

Publication Prepared:
The January Number of the High School Journal.

(ALL)

L.F.A.

Report of activities for the months of January, February and March 1918

N.W.Walker, University of North Carolina

During these three months my time has been given almost wholly to the High School Journal and to planning the University Summer School for 1918. I have therefore made very few trips away from the office. The trips I have made are as follows:

January 5- Trip to Raleigh for a conference with Supt.Joyner about a number of high school matters.

January 9-12—Trip to Duplin and Sampson Counties. Visited the high schools at Warsaw and Salemburg (Jan.10), Clinton and Newton Grove (Jan.11).

January 17-19. Trip to Raleigh for meeting of State Education Campaign Committee and for meeting of the Executive Committee of the N.C.Teachers Assembly.

January 24- Trip to Raleigh for meeting of State Educational Campaign Committee.

January 30 and 31- Trips to Durham for make-up of The High School Journal.

February 17- Trip to Greensboro for conference with Miss Coffey.

March 10-14. Trip to Edgecombe County for conference with county and local school officials (March 11) regarding plans for campaign for $100,000 bond issue, etc. Visited the schools at Pinetops and addressed the community (March 11); visited the schools of Tarboro, Leggetts, and Dixie and spoke at the Dixie high school (March 12).

Summary

Addresses:

March 11- Pinetops
" 12- Dixie

Publications:

The High School Journal edited (Feb.Mch. and April numbers)
Summer School Report 1917
High School Leaflet No.14
Summer School Announcement for 1918.

Circular Letters:

High School Letter No.41
" " " No.42
" " " No.43

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS

January 4, 1918

HIGH SCHOOL LETTER NO. 41---APPORTIONMENTS

To The County Superintendent of Schools:

On August 21st, 1917, you were notified of the amount tentatively apportioned to each public high school of County. We have now made the final adjustments in the apportionments for this year, and you are hereby notified that the following apportionments have been reserved for the high schools of your County for the year 1917-'18:

Please have your certificates of deposit made out accordingly and forwarded to the State Superintendent of Public Instruction at Raleigh.

In making the final adjustments in the high school apportionments for this year we have increased apportionments wherever it was possible to do so. All apportionments of $200 and $250 have been increased to $300 as a minimum, except in the case of a few schools on probation. This has been done in order to enable the smaller schools to lengthen their terms and to pay better salaries than they have heretofore been able to pay. And too, we have increased as many of the larger apportionments as the State appropriation would allow and the attendance and other conditions would justify. Some of the apportionments may, therefore, be larger than the amounts we notified you had been tentatively apportioned in August. Wherever this is the case it will be necessary for the County and the local district each to increase their apportionments by a like amount and to make out their certificates of deposit accordingly.

Please notify the high school committeemen at once of the definite amount finally apportioned to each high school for the current year, and send in your certificates of deposit as early as possible in order that the State warrants may be forwarded without further delay.

Wishing you a prosperous year in your work, I am,

Cordially yours,
J. Y. JOYNER,
Superintendent of Public Instruction

N. W. WALKER,
State Inspector of High Schools

1-4-'18-225

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

J. Y. JOYNER SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

Chapel Hill, N.C.
March 15, 1918.

HIGH SCHOOL LETTER NO.42---ANNUAL REPORT.

To The High School Principal:-

Herewith I am sending you blank for the report which you will be asked to make to the State Department of Education at the close of school.

Principals of high schools receiving State aid are required to make three copies---one for the State Superintendent, one for the County Superintendent, and one for the local committee. Instead of making a third copy on this form for your local committee, you may copy the report in your High School Register, where pages are provided for it, and thus make it a part of your permanent school record.

As you see, the greater part of the report can be filled out long before the session is over. The small part that will have to wait until the close of the school year can be filled out in a few moments' time if your records are well kept. In making out the report please observe the following suggestions:

1. On the first page of the report read carefully the note, sections 1-6.

2. In reporting the average daily attendance do not give the percentage of attendance, but the average number of pupils in daily attendance. Do not report fractions. If a fraction is ½ or more, count it 1; if less than ½, disregard it.

3. Fill out as accurately as you can that part of the report calling for a financial statement, but at the close of the school do not hold the report back in order to get the information from the treasurer or some other official.

4. Report the total number of individual students pursuing each of the foreign languages. In reporting the total make the necessary deductions for those counted twice. (See particularly Latin in the "Work Report").

5. In reporting the names of your graduates, please list them in Alphabetical order. Write the names plainly.

6. Be sure to report under the head of General Remarks (see last page of report) any significant progress made during the year.

Please do your best to have your report ready to send in promptly at the close of your spring term. Your co-operation in this matter will be appreciated.

Hoping you have had a prosperous year, I am

Cordially yours,
N.W.WALKER.
State Inspector of High Schools.

NWW:LC
3-15-18-650

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

J. Y. JOYNER Superintendent
N. W. WALKER. Inspector of High Schools
CHAPEL HILL, N. C.

Chapel Hill, N.C.
March 15,1918.

HIGH SCHOOL LETTER NO.43----REPORT ON LIBRARIES.

To The High School Principal:-

Mr.E.L.Daughtry, who is now a student in the George Peabody College for Teachers, Nashville,Tenn., is making a special investigation of library facilities in the High Schools of North Carolina. Mr.Daughtry will embody the results of his investigation in a special report to be published as soon as the investigation is finished. It is desired that every high school in North Carolina furnish Mr.Daughtry information asked for in the questionnaire which accompanies this letter. In his efforts to ascertain exactly what the library facilities are in the high schools of this state Mr.Daughtry has the hearty co-operation of Dr.J.Y.Joyner and myself. We both hope he may secure at once the information he is asking for. We feel sure that such an investigation as Mr.Daughtry is making will be of value to us in our efforts to improve the library facilities in our high schools. The matter is one in which every principal should be interested.

If you will give the information called for at once, your co-operation will be greatly appreciated. Reports may be forwarded directly to Mr.Daughtry, George Peabody College for Teachers, Nashville,Tenn., or they may be sent to me and I will forward them to him. We trust that you will co-operate with us in this undertaking and furnish the information called for at your earliest convenience.

Very truly yours,

N.W.WALKER

NWW:LC

State Inspector of High Schools.

3-15-18 - 400

SPECIAL REPORT ON HIGH SCHOOL LIBRARIES
IN NORTH CAROLINA.
1918.

School---------- Location----------

Superintendent or Principal----------Date--------

A- Public Library

1. Is there a public library near your school?----------.2. Has it books selected with any view to high school use?------.3. In what way does the library co-operate with the school?----------.

B- High School Library.

Fill in the total number of volumes after each class, and give in the second column the number of volumes that you consider of real value in your school work:

Class	Total Volumes	Useful Volumes
1. English	----	----
2. History	----	----
3. Mathematics	----	----
4. Science	----	----
5. Agriculture	----	----
6. Household Arts	----	----
7. Manual Training	----	----
8. Biography	----	----
9. General Reference	----	----
10. Fiction	----	----
11. Education	----	----
12. Documents and Reports	----	----
13. Total Number	----	---- Total Value?-------

14. How many magazines have you?----.Daily papers?---.Other papers? -------.

C- Organization and Use of High School Library.

1. Are your books catalogued?----.What system is used?----------.

2. Have you a librarian?----.Salary?-----.Training?----------.

3. Has the library a separate room?-----.Size?-----.Lighting?----.

4. When is the library open to pupils?---------.To patrons?-------.

5. Is there provision for the use of the library during Vacation? ----------.

6. Is there a definite appropriation for the library each year? ----------.

7. How much was appropriated last year?--------What other funds? ---------.

8. Number volumes added last year?----------. How many were given? ---------.

9. Are books taken from the library for use?------- How many last year?---------.

10. What instruction is given pupils in the use of the library? ----------. What are your greatest needs in library facilities?----------

11. Enrollment:- 1st.year pupils-----2nd yr.-----3rd yr.----4th yr.---

12. Attach hereto—or write on the back of this sheet —your complete program of studies, giving, by years, the elective and the required subjects.

13. Remarks:

(Signed)_____.

~~E.F.A.~~

Report of activities for the month of April 1918.

N.W.Walker, University of North Carolina.

My time this month has been given to office correspondence, the University Summer School, The High School Journal. I have made the following trips away from the office:

April 6. Trip to Raleigh for meeting of the State Educational Campaign committee.

April 17-21. Trip to Rockingham, Forsyth and Polk Counties. Visited the high schools at Bethany and Summerfield (April 18), Rural Hall (April 19), and Columbus (April 20). Delivered addresses at Bethany, Rural Hall and Columbus.

April 26-27. Trips to Durham for make-up of May number of High School Journal.

Summary

Addresses:

April 18 - Bethany
April 19 - Rural Hall
April 20 - Columbus

Publications:

The High School Journal

North Carolina

Arch. L.F.A.

RECEIVED
JUL 22 1918
GENERAL EDUCATION BOARD

REPORT OF ACTIVITIES FOR MONTH OF MAY 1918

N.W.Walker

A considerable part of my time this month has been given to field work. The time I have spent in the office has been given mainly to correspondence regarding the University Summer School. A record of the trips I have made, schools visited, and addresses delivered is given below.

May 3-4 Trip to Mount Olive, Wayne County, and to Creedmoor Granville County. On May 3 I visited the Mount Olive graded school for a conference with Supt.Ranson regarding the establishment of a state high school at this point. Application for state aid will be filed in June. In the evening I delivered the commencement address at this place. I also conferred with the committee of the Calypso High School,Duplin County, who met me at Mount Olive on the evening of the 3 for a conference regarding plans for a new high school building to cost $20,000 or $25,000, bonds for which have already been voted.

On May 4th I went to Creedmoor in Granville County to confer with the local school officials about the purchase of the Granville Hotel property for a dormitory to be used in connection with the Creedmoor High School. The school officials had the opportunity here to purchase for $12,500 the Granville Hotel Property for a high school dormitory, which would cost today if they had it to build at least $20,000. I recommended the purchase of this property and the County Board of Education and the local committee made the deal a few days later.

May 7-8 Trip to Advance and Farmington in Davie County, and to East Bend in Yadkin County.
On the afternoon of the 7th I visited Advance and met the county superintendent and local committee for an interview regarding the establishment of a state high school at this point. An apportionment was made for this school last year to be available whenever the community would vote bonds and erect an adequate building. It has not complied with these requirements, and I have refused to recommend that the aid be given until these requirements are complied with.
On the evening of the 7th I went to Farmington to confer with the committee relative to the erection of a new high school building, bonds for which were voted a year ago. I addressed a meeting of the citizens and recommended that a brick building be erected at once.

On the 8th I visited the school at East Bend in Yadkin County and conferred with the principal and committee with reference to establishing a state high school at this point. Application has already been made and the school will be established. I also

delivered the commencement address at the close of this school.

May 9-10 Trip to Raleigh and Louisburg.
On May 9th I went to Raleigh for a conference with the State Superintendent about a number of high school matters. In the evening I went to Louisburg and addressed the students of Louisburg College.

May13-14 Trip to McDowell County.
On the 14th I visited the Glenwood school in McDowell county with Supt.Steppe and held a conference with the local committee regarding the establishment of a state high school at this point. Application has been made and the school will be established as soon as a new building is erected,additional land purchased, and some consolidation effected. On the evening of the 14th Supt. Steppe and I looked over the site at Nebo for a new building at that place. This community voted $20,000 in bonds for a new high school building on the 8th. Work will begin right away.

May22-23 Trip to Aurelian Springs, Halifax County, and to Maxton,Robeson County.
May 22 I visited the Aurelian Springs High School and held a conference with the committee regarding the continuation of this as a state high school. In the evening I delivered the commencement address.

May 23 I delivered the commencement address at Maxton.

May28-30 Trip to Wadesboro and Red Springs.
May 28th I visited the Wadesboro High School and conferred with the superintendent regarding the work of the school and also held a conference with the county superintendent Bivens regarding the high schools of his county, which now receive state aid. In the evening I delivered the commencement address at the close of the Wadesboro school.
May 29th I visited the institute which was then in session at Flora McDonald College for the counties of Cumberland,Robeson, Hoke and Scotland. Delivered a public address in the evening.

Summary Addresses delivered

May 3 Mount Olive
May 7th Farmington
May 8th East Bend
May 9th Louisburg College
May 22nd Aurelian Springs
May 23rd Maxton
May 28th Wadesboro
May 29th Red Springs

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

J. Y. JOYNER SUPERINTENDENT
N. W. WALKER. INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

HIGH SCHOOL LETTER NO.44---PRINCIPALS' ANNUAL REPORTS.

To The County Superintendents of Public Instruction:-

On March 15th we sent to all the high school principals of the state blanks for their final reports along with High School Letter No.42, a copy of which is herewith enclosed. These blanks were sent out long before the close of the schools in order that the principals might make up the greater part of the report before the end of the term.

The Purpose of this letter is to ask your cooperation in getting the principals of the High Schools in your county to render their reports promptly at the close of the session. If they put the matter off, many of them will never render the reports at all.

We are asking all High Schools operated at public expense (listed in High School Leaflet No.13) to make this report at the close of the session whether they receive state aid or not. We want to know just what the total public high school facilities are in each County of the State. The next Legislature will probably be asked to make several important changes in the Public High School Law. The information called for will be of great assistance to us in helping us and the Legislature to determine intelligently just what changes and improvements should be made.

In the case of high schools receiving state aid the County Superintendent, as you know, is instructed by the State Superintendent to withhold the last month's salary until the report is rendered. The schools from which it will be most difficult to get accurate information are the small local schools which do not receive state aid. Your co-operation in helping to secure the desired information will be duly appreciated.

Cordially yours,

N.W.WALKER

NWW.GH STATE INSPECTOR OF HIGH SCHOOLS
5-6-'18-125.

North Carolina

RECEIVED
JUL 22 1918
GENERAL EDUCATION BOARD

Pers. L.F.A.

REPORT OF ACTIVITIES FOR MONTH JUNE 1918

N.W.Walker

The greater part of my time has been take up with the University Summer School, which opened on June 11th. I made only two trips away from Chapel Hill.

June 3 I visited the Goldsboro High School and delivered the commencement address.

June 19-21 I made a trip to Winston-Salem and Farmington. On the morning of the 20th I met Mr.Charles F.Benbow for a conference regarding plans for a new high school building to be erected at East Bend in Yadkin County. From there I went to Farmington, Davie County, and conferred with the committee regarding plans for a new building at that place.

Since the opening of the summer school on June 11th my time has been given entirely to the office work.

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

J. Y. JOYNER SUPERINTENDENT
N. W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

HIGH SCHOOL LETTER NO. 45---HIGH SCHOOL DIPLOMAS.

To The Principals of Four-year High Schools:-

Last October the State Board of Education authorized the classification of high schools and the issuance of state diplomas to graduates of schools of classes "A" and "B" as explained in the plan published in the October number of the North Carolina High School Bulletin and in High School Leaflet No.12. Following this action on the part of the State Board, many of the high schools were seriously handicapped in meeting the requirements because of the fact that they lost so many of their teachers and were otherwise interrupted in the year's work. In some cases the number of teachers had to be reduced, and in other cases the term was shortened. As a result a number of schools that were in a position to comply with the requirements in October were not able to do so in December, and many were unable to foresee what would be their position by April. In view of this rather uncertain condition that prevailed in so many schools that ought to qualify for classification either in class "A" or "B", we decided not to award the State Diplomas this year, but to wait for another year at least until conditions that are more nearly normal prevail. We hope to be able to issue State Diplomas next year.

In the next Annual Report of the High School Inspector the schools will, however, be classified according to the plan authorized by the State Board of Education referred to above. This classification will this year be made on the basis of the information furnished by the high school principals in their annual reports rendered at the close of the session, rather than upon the basis of information obtained through inspection for the specific purpose of ascertaining which schools are entitled to the diploma privilege.

Very truly yours,

N.W.WALKER

NWW.GH
5-6-'18-125

STATE INSPECTOR OF HIGH SCHOOLS

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.
June 25, 1918.

HIGH SCHOOL LETTER NO. 46---EXPENSE BUDGETS.

To The County Superintendent of Schools:-

Herewith I am sending blanks for your high school expense budgets for the year 1918-'19. A copy of this letter with expense budget is also going forward to the chairman of each high school committee. Please see that this matter is given attention at the meeting of your County Board of Education on Monday July 1st. These forms are to be used only for schools that received aid for the year now closing. In case you are applying for an apportionment to a new school which has not heretofore been receiving State aid, do not use this form, but use the regular application for State aid instead.

If this matter is attended to promptly, tentative apportionments to your high schools for next year can be made at once. Before an apportionment to any school can be finally adjusted the following requirements must be met:

(1) The principal's annual report must be in hand.
(2) The treasurer's report of the high school fund must be in hand.
(3) The expense budget for the succeeding year must be submitted showing the number of high school teachers, their salaries, the prospective number of high school students, together with any proposed improvements or increase in the school's facilities and equipment for meeting the demands for high school instruction.

I enclose herewith a check list of the high schools receiving State aid that had not submitted their principals' annual report up to June 25th. In case there is a school from your county that has not reported, won't you please investigate and see why the report is delayed, and cooperate with us in getting it in as early as possible?

I am sending out the report blanks to the treasurers by this mail. Please confer with your treasurer about these reports and try to have them forwarded immediately after the meeting of your Board next Monday.

Your full cooperation in these matters will be appreciated.

Very truly yours,
N. W. WALKER,
State Inspector of High Schools.

NWW:PM.
6-25-'18-400

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.
June 26, 1918.

HIGH SCHOOL LETTER NO. 47---TREASURERS' REPORTS.

To The Treasurer of the County School Fund:-

Herewith I am sending you blanks for the Treasurer's Financial Report of the public high schools of your county. Three blanks are sent for each high school (see notice on first page of report blank). Please make out in full one report for each high school receiving State aid and forward it to the State Superintendent of Public Instruction the first Monday in July. There are adjustments to be made in the State apportionments to public high schools this year which cannot be finally made until these reports are received.

In case there are any items in connection with the report which are not perfectly plain to you, I would suggest that you confer with the County Superintendent of Public Instruction who should be able to give you any necessary information or assistance.

The only funds to be included in this report are the funds set aside for the maintenance of the public high school department. No funds, therefore, for the elementary grades operatedin connection with the high school, nor any funds derived from the sale of bonds or from loans for building purposes, should be included. Any supplementary funds in addition to those placed in your hands should be reported on page 3 by the County Superintendent.

Cordially yours,
N.W. WALKER,
State Inspector of High Schools.

6-26-'18-125

HIGH SCHOOLS THAT HAVE NOT REPORTED

Principals' Annual Reports for the state high schools listed below had not been received on June 25,1918.

ALAMANCE:
Friendship
Hawfields
Stony Creek

ASHE:
Grassy Creek
Helton

AVERY:
Elk Park
Newland

BEAUFORT:
Aurora

BUNCOMBE:
Candler
Fairview

CABARRUS:
Rocky River

CARTERET:
Straits

CATAWBA:
Hickory

CHEROKEE:
Andrews

CLAY:
Elf

CLEVELAND:
Shelby

COLUMBUS:
Chadbourn
Whiteville

CRAVEN:
Vanceboro

CUMBERLAND:
Eastover
Godwin
Stedman

DARE:
Manteo

DAVIE:
Cooleemee

DUPLIN:
Beulaville
Teacheys

DURHAM:
East Durham

EDGECOMBE:
Tarboro

GATES:
Gatesville

GRANVILLE:
Creedmoor

GUILFORD:
Jamestown
Monticello
Pleasant Garden

HALIFAX:
Enfield

HARNETT:
Lillington

HOKE:
Raeford

HYDE:
Lake Landing

IREDELL:
Harmony
Scotts

JOHNSTON:
Benson
Wilsons Mills

JONES:
Pollocksville

LEE:
Jonesboro
Sanford

LENOIR:
LaGrange

MACON:
Higdonville

MADISON:
Madison Seminary
Spring Creek

MARTIN:
Williamston

MCDOWELL:
Old Fort

MOORE:
Carthage
Jackson Springs
Sand Hill

NEW HANOVER:
Wilmington

NORTHAMPTON:
Seaboard

ONSLOW:
Richlands

ORANGE:
Chapel Hill

PASQUOTANK:
Newland

PENDER:
Burgaw

PERSON:
Bushy Fork

ROWAN:
Woodleaf

RUTHERFORD:
Rutherfordton

SAMPSON:
Newton Grove

SCOTLAND:
Gibson
Laurinburg
Spring Hill

STANLY:
Norwood

SURRY:
Dobson

SWAIN:
Almond

TRANSYLVANIA:
Rosman

TYRRELL:
Scuppernong

VANCE:
Bona Vista
Middleburg

WAKE:
Wakelon

WILSON:
Lucama
Rock Ridge

2.F.A.

REPORT OF ACTIVITIES FOR THE MONTHS OF JULY, AUGUST, AND SEPTEMBER 1918

N. W. Walker,
University of North Carolina
Chapel Hill, N.C.

RECEIVED MAR 29 1919

For the greater part of the month of July I was engaged in the University of North Carolina Summer School as its Director. A separate report of the summer school work will be published by the University in the fall. While the Summer School was in session the regular office correspondence relative to the high school work was carried on as usual. This had to do particularly with getting in the principals' reports, treasurers' reports, committees' expense budgets, and applications for new schools, all of which had to be tabulated for presentation to the State Board of Education. This work was continued through the month of August, and took up most of my time also through September. But little opportunity was afforded for field trips during these months.

July 15 and 16—I went to Raleigh for a meeting of the Executive Committee of the North Carolina Teachers Assembly, and to address the Summer School at the State College of Agriculture and Engineering.

July 22 and 23—I went to Greensboro to address the Summer School students in attendance upon the State Normal and Industrial College.

July 30—I went to Raleigh for a conference with State Superintendent Joyner regarding the high school apportionments for the year 1918-'19.

July 30-31—I attended the Chatham County Summer School for Teachers at Bonlee and delivered two addresses.

August 2—I went to Cedar Grove in Orange County to confer with the local committee relative to remodeling and enlarging the present school building.

August 13—I went to Raleigh for a conference with State Superintendent Joyner with regard to high school matters.

August 14 and 15—I went to Raleigh for a conference with State Superintendent Joyner with regard to high school matters.

August 28 and 29th—I attended a district meeting of the county superintendents at Roxboro and delivered an address on the morning of the 29th on "The Present Crisis in Secondary Education".

September 6 and 7—I attended a meeting of the educational campaign committee held in the office of the State Superintendent of Public Instruction to help in the mapping out of the campaign for the constitutional amendment to provide for a six-months school term by state and county taxation.

September 10-13—I attended a district meeting of the county superintendents at Asheville. While there I visited the Asheville City High School, and the Public School at Black Mountain.

September 28—I went to Raleigh for a conference with Superintendent Joyner regarding high school matters, and the work of the educational campaign committee.

Copies of the circular letters issued during these months accompany this report.

SUMMARY

Addresses: July 16—Raleigh, Summer School at State College of Agriculture and Engineering
July 23—Greensboro, State Normal and Industrial college.
July 30—Bonlee, Chatham County Summer School
July 31—Bonlee, Chatham County Summer School
August 29—Roxboro, District meeting of County superintendents.

Publications: High School Leaflet No.15
October number of The High School Journal

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

August 1,1918

HIGH SCHOOL LETTER NO.48 - APPORTIONMENTS

TO THE COUNTY SUPERINTENDENT OF SCHOOLS:

The State apportionments to the public high schools of County for the year 1918-'19 will be as follows, provided, of course, the requirements of the public high school law are fully complied with:

In case the apportionment to any school is conditioned upon some specific requirement that has not been met, the letter "C" is placed after the amount apportioned and the nature of the condition explained either at the bottom of this page or on a separate sheet attached to this notice.

In case one of your deserving schools applied for an increase and failed to get it, this was due to the fact that we did not have funds to grant the increase asked for, or that the attendance would not justify it.

The needs of growing high schools that deserve additional funds beyond the amount the state can give will have to be taken care of, in so far as possible, by an increase from local and county sources. You will note that the amount which may be given for high school instruction from the general county fund is not limited by the amount the State can give. Your County Board of Education may make a larger apportionment than that given by the State, if, in its judgment, the attendance and the work of the school are sufficient to justify it. But such additional apportionment beyond the amount the State can give must not operate to increase the county's demand upon the State equalizing Fund.

You will please communicate with your high school committeemen at once and notify them of the amount apportioned by the State, in order that they may be governed accordingly in making their plans for the year.

Very truly yours,

N.W.Walker, J.Y.JOYNER,

State Inspector of High Schools. Superintendent of Public Instruction

8-1-'18-250

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

September 20, 1918

H.S.LETTER NO.49 - REVISED CHECK-LIST OF SECONDARY SCHOOLS

TO THE COUNTY SUPERINTENDENT OF SCHOOLS:

Please look over the list of secondary schools and principals reported for your county last year, as shown on the sheet attached hereto, and indicate the necessary corrections for this year. We want this information right away for the revised check-list of high schools which we hope to send to the printers at once. We want a complete list (for white race only) of secondary schools, public and private, having the equivalent of one full-time high school teacher. Do not include small public schools that do not have at least one full-time high school teacher.

The greater number of changes will occur in the column headed "Principal or other Official Head". There were some schools on the list last year that perhaps will not be in operation this year, and maybe some new ones have been opened. Please check carefully, indicating all necessary corrections.

Please observe the following definitions and explanations:

"State High School" means a public high school that receives special state aid.
"City High School" means a public high school or the high school department in a city or town whose schools are operated under special charter.
"Local High School" means a high school department or the high school grades of a local public school that is operated as a part of the county school system under the general school law, and not under special charter, and that does not receive special state aid.

Church schools are indicated in the proper column in the following manner: B.-Baptist; Ca.-Catholic; Ch.-Christian; E.-Episcopal; F.-Friends; L.-Lutheran; Me.-Methodist; Mo.-Moravian; P.-Presbyterian; S.D.A.-Seventh Day Adventist.

If you will return the enclosed sheet promptly your cooperation will be deeply appreciated.

Wishing you a good year, I am

Cordially yours,
N.W.Walker
State Inspector of High Schools

NWW:LC
9-20-'18-125

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REPORT OF ACTIVITIES FOR OCTOBER, NOVEMBER, and DECEMBER, 1918

N.W.Walker,
University of North Carolina
Chapel Hill, N.C.

During the months of October, November, and December practically all our high schools were closed by order of the health officials because of the epidemic of Spanish influenza, which swept the State. My work during these months was confined almost wholly to the office. But few field trips were made. The confusion resulting from the closing of the schools multiplied the office correspondence many fold, and greatly complicated the difficulties of administering the high school work.

October 15—I went to Raleigh to attend a meeting of the Executive Committee of the North Carolina Teachers Assembly, and to confer with State Superintendent Joyner regarding high school matters.

November 2nd—I went to Raleigh to attend a meeting of the Executive Committee of the North Carolina Teachers Assembly at which time it was decided to call off the meeting of the Assembly for this year. After conferring with the State Superintendent of Public Instruction we found it necessary, because of the epidemic of influenza, to call off all district meetings of high school principals which had been scheduled for November and December.

November 18—I went to Raleigh for a conference with Superintendent Joyner regarding high school affairs.

November 21 and 22—I went to Denton in Davidson County to confer with the county superintendent and the local officials with regard to purchasing for the Denton Public High School the property of a church school operated at Denton, which is also called the Denton High School.

December 9-12—I went to the counties of Davidson and Davie to confer with the county superintendent, and to visit high schools; I also went to Winston-Salem to confer with Supt.J.T.Reece of Yadkin County about the East Bend High School. In Davidson I visited the

Churchland High School which closed on account of influenza the day I was there, and I also visited the village of Welcome, which is applying for a high school. In Davie I visited the Farmington High School to advise with the committee relative to a new building.

December 16 and 17—I went to Raleigh to attend a meeting of the legislative committee of the Teachers Assembly, and the State Association of County Superintendents.

December 18—I went to Raleigh to attend the final meeting of the superintendents.

December 30—I went to Raleigh to confer with Superintendent Joyner about making final adjustments in the apportionments to the high schools for the current year.

SUMMARY

Addresses: December 18—Before the Association of County Superintendents.

Publications: November, December and January numbers of The High School Journal

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.,
October 3, 1918.

HIGH SCHOOL LETTER NO.50 - RECORDS AND REPORTS

To The High School Principal:

Herewith I am sending you the form of report which you will be asked to make to the State Department of Education at the close of the school year. I am sending this to you now in order that you may know exactly the information that will be wanted so as to provide for keeping the records necessary to enable you to make this report promptly and accurately at the close of the school year. As you see, much of the information called for can be put in shape long before the session is over. The small part of it that will have to wait until the close of the year can be supplied in a few moments' time if your records are properly kept. Additional copies of this report form will be sent to you whenever you need them.

Please provide for keeping the necessary records. Small State and Local high schools should enroll the names of their high school students and keep a full record of their attendance, courses pursued, progress, etc., in a separate register, "The North Carolina High School Register". This will greatly facilitate your work when you come to make up your annual report.

Be sure to keep your record full, accurate, up-to-date. It is a great deal easier to keep your record day by day, far more satisfactory, and it requires but a few moments' time when once you get the habit. Get the habit now!

Keeping full and accurate records is a matter of too great importance to be neglected. You will need such a record for constant reference as long as you remain principal, and your successor will have, if possible, even greater need for it. A filing cabinet or some other safe place for keeping the records should be provided at every high school.

Recently our attention has been directed by the Federal Government to the absolute necessity for keeping a complete record of the work of every high school, and of every pupil who passes through the high school. Many a boy 18 years of age and over has just been debarred from the Students' Army Training Corps of the colleges because of the negligence of some high school principal in keeping his records. Many a poor fellow who wanted to take advantage of the Federal Government's generous offer this year simply found himself ruled out because he could not produce the documentary evidence required by the government showing he had had the necessary high school training. It is pathetic, almost tragic. Let's resolve to keep our records straight and prevent a recurrence of this tragedy!

Wishing you a prosperous year, I am

Cordially yours,
N.W.WALKER,
State Inspector of High Schools

NWW:LC
10-3-'18-525

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.,
October 3,1918.

HIGH SCHOOL LETTER NO. 51 - H.S.REGISTER AND COURSES OF STUDY

To The High School Principal:

Every public high school that receives State aid is required to keep full records and to render accurate reports. The duty of carrying out this requirement devolves upon the principal in charge. Two regular reports are required each year - (1) "The Preliminary Report" called for early in the session, usually about November 1st, and (2) "The Principal's Annual Report" called for at the close of the session.

A special high school register, called "The North Carolina High School Register", is published by the State Department of Public Instruction, and in this register the records of the high school department must be kept. High Schools that have already installed some other good system such as the "National", or "The Handy Register", or any other approved system, will not be required to abandon that. But all high schools receiving State aid that have not installed some such modern system of records are required to use "The North Carolina High School Register" and to enter in this register all the facts and information called for.

This register is supplied without cost, and it may be had upon application to the county superintendent who always has a supply on hand. Each teacher in the high school should keep a copy of this register, and the principal should see to it that it is kept up-to-date and that all the information called for is entered month by month.

"The Public School Register" prepared for use in the elementary grades must not be used for the high school record. It is not suitable for this purpose.

For further information and regulations regarding records and reports, see "High School Letter No.50" and also "High School Leaflet No.11" entitled "Courses of Study for the Public High Schools of North Carolina". This leaflet may be had upon application to the county superintendent. A copy of it should be placed in the hands of each teacher in the high school department. A revised edition of this leaflet, to be known as "High School Leaflet No.15", will be issued within a few days. It will be sent to all high school principals and to all superintendents as soon as it comes from the press.

Wishing you a prosperous school year, I am

Cordially yours,
N.W.WALKER,
State Inspector of High Schools

NWW:LC
10-3-'18-300

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

Chapel Hill, N.C.,
October 15,1918.

HIGH SCHOOL LETTER NO.32 - PRELIMINARY REPORT

To The High School Principal:

Herewith I am sending you blank for the Preliminary Report required of all high schools receiving state aid. Please fill this out giving all the information called for and return to me at your earliest convenience. If this report is to be of any use to me or to your school it should be in my hands by November 1st at latest. Please, therefore, do not delay about this important matter.

On the fourth page please give under the head of "General Remarks" an account of any progress since the close of school last spring, and report any additional facts that would be of general interest. If a special tax or bond issue has been voted, report this and give the amount. If any step at all has been taken that means progress, report it. It is to the interest of your school that you do this. Under this head you will also please state briefly in what way and to what extent your high school has been affected by the war, and show in what ways your work has been adapted to meet the needs of the present situation.

If you will do so, I shall be glad to have you indicate two or three of the more important specific high school problems the war has brought to the front, and indicate how, in your judgment, they may best be solved. It is my plan to pass these suggestions on, through the columns of The High School Journal, to other high school teachers. Your cooperation in this matter will be greatly appreciated.

Wishing you a prosperous year, I am

Cordially yours,
N.W.WALKER,
State Inspector of High Schools

NWW:LC
10-15-'18-300

Chapel Hill, N.C.,
December 3,1918.

HIGH SCHOOL LETTER NO.53 - SOUTHERN LIST OF ACCREDITED SCHOOLS

To The Superintendent or Principal:

The Commission on Accredited Schools of the Association of Colleges and Secondary Schools of the Southern States will hold its next annual session early in January.

Applications for accredited relations must be made to the State Committee. The list of schools accredited is revised at each annual meeting of the Commission. Every school of secondary grade interested in maintaining sound standards of work ought to make an effort to meet the requirements and to become accredited. This list constitutes the great honor rolls of secondary schools of the South. For a statement of the benefits which a school derives from being accredited, I beg to refer you to the enclosed letter from Prof. Harry Clark, Secretary of the Commission.

For details as to the Commission's standards of accrediting, see fourth page of the annual report form herewith enclosed.

The annual report is required of each school accredited by the Commission, and a membership fee of $3.00 is required every three years. If your school is already on the accredited list and has paid this membership fee, this fact is indicated at the bottom of this page. But the annual report is required just the same.

If your school is not accredited and you wish to make application to the Commission for accredited relations please return the enclosed report, carefully filled out, with check for $3.00 to cover membership dues for a period of three years. Should your school not be accepted by the Commission, this fee will, of course, be returned to you. Your application or report should reach me by December 15th if possible. It should by all means be in my hands by December 21st if it is to be considered at the next meeting of the Commission.

This has been a very hard year for schools that are trying to maintain good standards. The scarcity of teachers has made it unusually difficult to secure well qualified instructors. And, too, the epidemic of influenza has closed the schools for so long a time that many will not be able fully to meet the requirements as to length of term. The situation produced by these two causes is temporary, and I do not think it will jeopardize the standing of schools now on the list, nor will it prejudice the Commission against new applicants that are temporarily embarrassed, provided they can show that they have made the necessary provisions to meet the requirements and that they are able to live up to them. Do not hesitate, therefore, because of minor temporary embarrassments of this sort to make application if you wish to have your school placed on the list, or retained on the list in case it is already accredited.

Wishing you a prosperous year, I am

Cordially yours,
N.W.WALKER,
Chairman of the State
Committee

NWW:LC
12-3-'18-150

Name of School_____
Accredited Since_____
Dues Paid To_____

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

December 31,1918

HIGH SCHOOL LETTER NO.54 - APPORTIONMENTS

To The County Superintendent of Schools:

On August 1st,1918, you were notified of the amount tentatively apportioned to each public high school of County. We have now made the final adjustments in the apportionments for this year, and you are hereby notified that the following apportionments have been reserved for the high schools of your County for the year 1918--'19.

Please have your certificate of deposit made out accordingly and forwarded at once to the State Superintendent of Public Instruction at Raleigh. Blank forms for this certificate are herewith enclosed.

In making the final adjustments in the high school apportionments for this year we have increased apportionments wherever it was possible to do so. Some of the apportionments may, therefore, be larger than the amounts we notified you had been tentatively apportioned in August. Wherever this is the case, it will be necessary for the County and the local district each to increase their apportionments by a like amount and to make out their certificates of deposit accordingly.

On account of the unusual conditions this year brought about by the epidemic of influenza, resulting in the suspension of the schools for so long a period, we have decided to remove the restrictions placed upon certain schools on probation this year and to grant such schools the apportionments tentatively apportioned to them in August.

Please notify the high school committeemen at once of the definite amount finally apportioned to each high school for the current year, and send in your certificates of deposit as early as possible in order that the State warrants may be forwarded without further delay.

Wishing you a prosperous year in your work, I am

Cordially yours,
J.Y. JOYNER,
Superintendent of Public Instruction

N.W.WALKER,
State Inspector of High Schools

12-31-'18-250

(May 1919)

Secondary Education - North Carolina - 1918

During this year Mr. Walker's time has been largely taken up with duties in the office of the State Superintendent. These have included editing the High School Journal, preparing circular letters and questionnaires to be sent to the schools, and receiving principals' reports, treasurers' reports, committees' expense budgets, and applications for new schools, and tabulating these for presentation to the State Board of Education. These activities, supplemented by actual inspection of the schools, have enabled Mr. Walker to keep in close touch with all the high schools of the state, and to systematically direct work toward their improvement.

Plans for several new high schools are under way. At Calypso, Duplin County, Farmington, Davie County, and Nebo, McDowell County, bonds have been issued for the erection of new buildings. At East Bend, Yadkin County, and Glenwood, McDowell County, applications have been approved for the establishment of state high schools. An unusual opportunity was offered Creedmoor, in Granville County, to obtain the Granville Hotel property for a high school dormitory. On the advice of Mr. Walker, the property was purchased at $12,500; its present value is said to be $20,000.

In June and July Mr. Walker was engaged in the University of North Carolina Summer School as its director.

Practically all the high schools of the state were closed during October, November, and December on account of the epidemic of Spanish influenza. The confusion resulting from the closing of the schools multiplied office correspondence manyfold, and greatly complicated the difficulties of administering the high school work. Mr. Walker's work was therefore almost wholly confined to the office during this period, and such conferences with school officials as could be arranged.

During the latter part of the year Mr. Walker also gave part of his time to the campaign in support of a constitutional amendment to provide for a six months' school term, which passed the legislature in November.

33

REPORT OF ACTIVITIES FOR THE MONTHS OF JANUARY, and FEBRUARY, 1919

N.W.Walker,
University of North Carolina
Chapel Hill, N.C.

GENERAL EDUCATION BOARD
RECEIVED
MAR 22 1919
ANSWERED

During the months of January and February my time has been spent at the office, and in Raleigh assisting State Superintendent Brooks with his bills before the General Assembly. A great many of the high schools are still closed, so there is little opportunity for field work.

January 8—I went to Durham for a conference with Supt.Pusey relative to the state list of accredited high schools.

January 17 and 18—I went to Raleigh to attend a meeting of the legislative committee of the Teachers Assembly which was called at the request of Superintendent Brooks to consider the new educational bills which were ready to be introduced in the General Assembly.

January 25—I went to Raleigh for a conference with Dr.W.S. Rankin, Secretary of the State Board of Health, and Mr.VanBuskirk to assist in making up the program for the North Carolina Conference on Sex-Hygiene to be held in Raleigh in February.

January 29 and 30—I had Superintendent Fred W.Morrison, of Chapel Hill High School, to inspect the Laurinburg High School for me as it was impossible for me to go at this particular time.

February 4 and 5—I went to Raleigh for a conference with Superintendent Brooks relative to the high school law, and to attend a meeting of the State Board of Examiners and Institute Conductors.

February 7—I went to Raleigh for a conference with Superintendent Brooks relative to the proposed changes in the High School Law.

February 11 and 12—I went to Raleigh to attend a joint meeting of the educational committees of the House and Senate. The two meetings were held in joint session to consider the new educational bills.

February 25 and 26—I went to Raleigh to assist in looking after

some of the school legislation.

SUMMARY

Addresses: None

Publications: February and March numbers of The High School Journal.

Superintendent of Public Instruction
State of North Carolina
Raleigh

J.Y. JOYNER, SUPERINTENDENT
N.W. WALKER, INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N.C.

9

HIGH SCHOOL LETTER NO. 55 - THE GRADING OF PUPILS

To The High School Principal:

At its February meeting last year the National Association of High School Inspectors appointed a special committee to investigate the systems of grading high school pupils in use throughout the country. At the February meeting this year the committee will report its findings and offer recommendations looking to a common system of reporting grades for the entire country.

At the request of the committee, I am sending you the enclosed questionnaire which I shall thank you kindly to fill out and return to me at once in order that the results may be tabulated and placed in the hands of the committee before February 1st. Return this within the next week if possible.

The importance of this phase of high school administration has within the past few months been impressed upon us in new and unexpected ways by the administration of the regulations governing admission to S.A.T.C. units in the colleges of the country.

If you will give the matter a few moments of your time, your kindness and cooperation will be appreciated.

Cordially yours,

N.W.WALKER,

State Inspector of High Schools

1.11.'19.300

THE GRADING OF PUPILS IN NORTH CAROLINA HIGH SCHOOLS

(To be filled out and returned to N.W.Walker,Chapel Hill,N.C.
before February 1st,1919

I. Name of School_____Postoffice_____

Name of Official Reporting_____

2. Which one of the following systems of grading pupils do you use?

The Group System
The Percentage System
The Percentage-Group System (groups of five)
The basis of 10 System

3. If you use the Group System which of the following methods of marking do you use?

A.B.C. above passing
A.B.C.D. above passing
A.B.C.above passing, D.conditioned, F.below pass
Do you use other letters
Do you use figures, as 1,2,3, etc.
Do you use more than one letter below pass
What proportion of students are approximately ranked in each Group A_____,B_____,C_____,D_____

4. If you use the Percentage system indicate your passing grade:
50_____,60_____,65_____,70_____,75_____

5. What advantage have you noted in favor of any one of these systems?

6. Would you favor a four-group system above pass with "D" subjects allowed to count toward graduation,but not allowed for certification to higher institutions,and "F" below pass?

7. What are the advantages of the Percentage-Group system,100, 95,90,85,80, etc?

8. In your school are pupils promoted by subjects or by class?

9. Do your high school teachers mark pupils on each recitation? _____If not, what is their practice?

10. What is the purpose of grading pupils?

11. How often do you have the pupils' grades entered on the "permanent records"? Annually_____, Semi-annually_____, bi-monthly_____, monthly_____

12. Besides the class record what other records are entered on the permanent records of pupils?

(Send samples of record cards or sheets used)

13. Will you give the committee the benefit of any suggestions towards securing uniformity of standards in grading pupils?

14. Would it be advantageous for both high schools and colleges to have the same system of grading?

(Please send samples of record cards, loose leaf sheets, etc., used in your school)

Chapel Hill, N.C.,
February 8,1919

HIGH SCHOOL LETTER NO.56 - MUSIC IN THE HIGH SCHOOL

To The High School Principal:

The North Carolina Music Teachers Association is undertaking to ascertain just what provision is made for the teaching of Music in the secondary schools of this state. The questionaire enclosed herewith has been prepared by Prof.Gustav Hagedorn, of Raleigh, and I am sending it out for the committee who has this matter in charge.

The purpose of the committee is to encourage the teaching of Music in all the schools of the state and to standardize music instruction in the high schools. Before it can formulate its plans intelligently it is necessary for the committee to know just what place music instruction now occupies in our high school programs of study. Your co-operation with the committee, by giving the desired information for your own school, as well as by making any constructive suggestion you have to offer, will be deeply appreciated.

Cordially yours,

N.W.WALKER

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

E. C. BROOKS. SUPERINTENDENT
N. W. WALKER. INSPECTOR OF HIGH SCHOOLS
CHAPEL HILL, N. C.

Chapel Hill, N.C.,
February 24,1919

HIGH SCHOOL LETTER NO.57 - PRINCIPAL'S ANNUAL REPORT

To The High School Principal:

Herewith I am sending you blank forms for the report which you will be asked to make to the State Department of Education at the close of School.

All public high schools—state,city, and local—whether they receive special state aid or not, are asked to make a full report of this year's work, giving all the information called for on the enclosed form. The funds for public high school work will be apportioned on a different basis next year, and it is especially important that all public schools offering high school work this year make a full report of their activities. Don't, therefore, neglect this matter which now comes to be of so great importance to your school. Please take care of the report forms herewith enclosed, and make your report promptly when your school closes for the year.

Make three copies of the report - one for the State Superintendent of Public Instruction, one for the county superintendent, and one for the local committee.

As you see, the greater part of the report can be filled out long before the session is over. The small part that will have to wait until the close of the school year can be filled out in a few moments' time if your records are well kept. In making the report please observe the following suggestions:

(1).On the first page of the report read carefully the note, sections 1-6.

(2).In reporting the average daily attendance give the average number of pupils in daily attendance, and <u>not</u> the percentage of attendance. Do not report fractions. If a fraction is ½ or more, count it 1; if less than ½, disregard it.

(3).Fill out as accurately as you can that part of the report calling for a financial statement, but at the close of the school <u>do not</u> hold the report back in order to get the information from the treasurer or some other official.

(4).Report the <u>total</u> number of individual students pursuing each of the foreign languages. In reporting the total make the necessary deductions for those counted twice. (See particularly Latin in the "Work Report").

(5).In reporting the names of your graduates, please list them in <u>Alphabetical order</u>. <u>Write the names plainly</u>.

(6).Be sure to report under the head of General Remarks (see last page of report) any significant progress made during the year, and give any other facts having an important bearing upon your year's work.

Please do your best to have your report ready to send in promptly at the close of your spring term. Your co-operation in this matter will be appreciated.

My hope is that you have had a good year notwithstanding the unusual obstacles the schools have encountered.

Cordially yours,
N.W.WALKER,
State Inspector of High Schools

N.W:LC
2-24-'19-750

REPORT OF ACTIVITIES FOR THE MONTHS OF MARCH, APRIL, MAY, AND JUNE

W. W. WALKER
Professor of Secondary Education
University of North Carolina,
Chapel Hill, N.C.

GENERAL EDUCATION BOARD
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ANSWERED

The greater part of my time for the period covered by this report has been given to the organising and planning the work of the University of North Carolina Summer School and to conducting a heavy summer school correspondence. I have, of course, kept up with the routine correspondence relating to the high school work and have edited and issued three numbers of the High School Journal. There has been little opportunity for field work, though I have made a considerable number of trips away from Chapel Hill as will be shown by the detailed report below. I have also delivered a number of commencement addresses as will be shown by this report. A brief summary of my trips away from Chapel Hill and the purposes for which they were made follows.

March 5-6---I went to Raleigh to assist Supt. Brooks with the legislation pending the General Assembly.

March 9-10---I was called to Raleigh by Supt. Brooks to appear before the Committee on Education.

March 18-19---I went to Raleigh for a conference with Supt. Brooks regarding the high school regulations under the new school laws inacted by the legislature of 1919.

March 26-29---I went to Macon County to deliver the commencement address at the close of the Iola High School, March 28.

April 5---I attended the meeting of the Executive Committee of the North Carolina Teacher's Assembly in Raleigh called for the purpose of fixing the salaries of the State Board of Examiners and Institute Conductors under the new school law.

April 10-15---I went to Currituck County and conferred with the Committee of the Poplar Branch High School about plans for finishing and equipping the new $15,000 building which has just been erected there.

April 16-17---I attended the meeting of the East Central Division of County Superintendents at Greensboro and also the Rural Life Conference held at the North Carolina College for Women.

April 24-27---I attended a meeting of the Professors of Secondary Education of the Southern States held at Old Point Comfort, Va., called by the General Education Board.

May 3---I attended a meeting of the Executive Committee of the North Carolina Teachers' Assembly in Raleigh, called for the purpose of determining finally the salaries of the North Carolina State Board of Examiners and Institute Conductors.

May 5-6---I visited the Summerfield High School in Guilford County and delivered the commencement address on the 6th.

May 8-10---I went to Iredell County. I visited the Cool Springs High School on the 9th and delivered the commencement address.

May 12-14---I went to Lincoln County and visited the Crouse High School on the 13th and delivered the commencement address.

May 15-18---I went to Currituck County and delivered the commencement address at the close of the Poplar Branch High School on the 15th and to confer with the committee and county superintendent about ways and means of raising the funds for the building and equipping of a high school building.

May 22-23---I visited the Angier High School in Harnett County, where I delivered the commencement address on May 22.

May 28-29---I went to Selma, in Johnston County, where I delivered the commencement address at the close of the high school on the 28th.

May 30-31---I visited the Badin School in Stanly County. I delivered the commencement address on the evening of the 30th.

June 2---I went to Raleigh to attend a meeting of the Executive Committee of the North Carolina Teachers' Assembly.

June 6-7---I went to Kinston in Lenoir County, where I delivered the commencement address at the close of the city high school on the evening of June 6th.

June 14---I visited the Bethel Hill High School in Person County and held a conference with the committee and citizens to decide on the location for a new high school building and ways and means of securing funds for same.

June 24---The University Summer School for Teachers, of which I am Director, began its thirty-second session.

SUMMARY OF ADDRESSES:

March 10---Raleigh, before Educational Committee of the House of Representatives.
March 28---Commencement address at Iola High School, Macon County.
[illegible] 16--- Greensboro, before East Central Division of County Superintendents.
May 6---Commencement address, Summerfield High School, Guilford County.

May 9---Commencement address, Cool Springs, Iredell County.

May 13---Commencement address at Crouse High School, Lincoln County.

May 16---Commencement address, Poplar Branch High School, Currituck County.

May 22---Commencement address, Angier High School, Harnett County.

May 28---Commencement address, Selma, High School, Johnston County.

May 30---Commencement address, Badin Public School, Stanly County.

June 6---Commencement address, Kinston High School, Lenoir County.

June 14---Address to the citizens of Bethel Hill, Person County.

PUBLICATIONS:

March number of the High School Journal.
April number of the High School Journal.
May number of the High School Journal.
High School Leaflet No. 17(High School Textbook Law)
High School Leaflet No. 18 (Rules and Regulations Governing Public High School).

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1919
ANSWERED

REPORT OF ACTIVITIES FOR THE MONTHS OF JULY, AUGUST, AND SEPTEMBER, 1919

N.W.WALKER,
Professor of Secondary Education
University of North Carolina
Chapel Hill, N.C.

Throughout the month of July and for the first week in August my time was occupied with the University Summer School for teachers. The school closed on August 8th. The enrollment was 921. A separate report of the Summer School has been made to the President of the University. A brief summary of my trips away from Chapel Hill, and the purposes for which these trips were made are briefly as follows:

July 9 - I went to Raleigh to address the high school institute held in connection with the A.& E.College Summer School.

July 10-13 - I went to Raleigh a second time to lecture before the high school institute held in connection with the A.& E.College Summer School, and on to Currituck County to confer with the committee of the Poplar Branch High School relative to plans for completing and equipping the new high school building at that place.

July 20-21 - I went to Greensboro to address the students of the Summer School held at the North Carolina College for Women.

July 24 - I went to Raleigh to address a conference on vocational education held at the A.& E.College.

August 12 - I went to Raleigh to confer with State Superintendent Brooks about the appointment of the committee to select high school text books provided for in the new high school text book ~~list~~ law passed by the General Assembly of 1919.

August 15-25 - I was off on a short vacation.

August 27-29 - I was at Wrightsville attending a meeting of the County Superintendents of the Northeastern and Southeastern Divisions. I addressed the meeting on the 28.

September 1-4 - I went to Wadesboro to deliver an address held at the educational rally at the opening of the school for the fall term (Sept.2); to Monroe to confer with Superintendent Allen relative to plans for a new high school building (Sept.2); and to Charlotte to attend

a meeting of the County Superintendents of the East Central Division. I addressed the meeting (which was held over at Belmont) on the evening of September 3.

September 7-8-9- I went to Pasquotank County to speak at an educational rally held at the Newland High School on the morning of the 8th, and to Shawboro in Currituck County where I spoke in the interest of consolidated high schools on the evening of September 8th. I returned to Raleigh for a meeting of the recently appointed high school text book committee September 9.

September 11 - At the request of Superintendent Brooks I attended a meeting of the State Board of Examiners in his office to discuss with them the proposed plan for teacher training in the high schools.

September 25,26,27 - I went to Asheville to attend the dedication of Asheville's new $300,000 high school building. At these exercises I spoke on the evening of September 26.

September 29-30 - I went to Raleigh to confer with Mr.A.T.Allen relative to the program of the North Carolina Teachers' Assembly.

Summary of Addresses-

July 9 - Raleigh before High School Institute at A.& E.College
July 11- Raleigh before High School Institute at A. & E.College
July 21- Greensboro before Summer School of North Carolina College for Women
July 24- Raleigh at conference on Vocational Education.
Aug. 28- Wrightsville before County Superintendents
Sept. 2- At Wadesboro at Educational Rally
Sept. 3- At Belmont before County Superintendents
Sept. 8- At Pasquotank County, Newland High School
Sept. 8- Shawboro, Currituck County, in interest of consolidating high schools
Sept.26- At Asheville, dedication of city high school

Publications-
October number of The High School Journal
High School Leaflet No.19 - Courses of Study for the Public High Schools

GENERAL EDUCATION BOARD
RECEIVED
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ANSWERED

REPORT OF ACTIVITIES FOR THE MONTHS OF OCTOBER AND NOVEMBER, 1919

N.W.WALKER,
Professor of Secondary Education
University of North Carolina
Chapel Hill, N.C.

A good part of time during these two months has been taken up with five conferences of high school principals, and with the North Carolina Teachers' Assembly ~~to~~ which I happen to be President at this time. I have had to give some time too to the examination of high school text books as Chairman of the Committee recently appointed by the State Superintendent of Public Instruction to choose a multiple list of high school texts to be used in the high schools of this state for a period of four years. The work of this committee will not be complete until February 1st. The trips I have made away from Chapel Hill are briefly summarized as follows:

October 2-5 - I went to Asheville to conduct a conference of high school principals for the Western Division of the state. There were about 60 in attendance upon this meeting.

October 7-11 - I went to Charlotte to conduct a conference of high school principals for the West Central Division of the state. There were about 60 in attendance upon this meeting.

October 16-18 - I went to Greensboro to conduct a conference of high school principals for the East Central Division of the state. There were about 100 in attendance upon this meeting.

October 21 - I went to Raleigh to arrange the final details of the program for the North Carolina Teachers' Assembly.

October 27-28 - I went to Durham to the Seeman Printery looking after the November number of The High School Journal. I made two trips.

October 30-Nov.2 - I went to Greenville to conduct a conference of high school principals for the Northeastern Division of the state. There were about 60 in attendance upon this meeting.

November 6-8 - I went to Goldsboro to conduct a conference of high school principals for the Southeastern Division of the state. There were about 50 in attendance upon this meeting.

November 15 - I went to Raleigh to confer with Mr.A.T. Allen, Secretary, relative to matters relating to the Assembly program, accommodations, etc.

November 20-21- I had to make two trips to the Seeman Printery looking after the make-up of the December number of The High School Journal.

November 26-29 - I was in Raleigh attending annual meeting of the North Carolina Teachers' Assembly.

Summary of Addresses-

October 3 - Asheville for High School Principals' Confernence for the Western Division.
October 10- Charlotte, High School Principals' Conference for the West Central
October 17- At Greensboro, High School Principals' Conference for East Central Division.
November 1- Greenville, High School Principals' Conference Northeastern Division
November 7- Goldsboro, High School Principals' for the Southeastern Division.
November 27-Raleigh, Presidential Address before North Carolina Teachers' Assembly.

Publications-

November number of The High School Journal
December number of The High School Journal

Recorded for G.E.B.
nc 81.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

7 July 1921

GENERAL EDUCATION BOARD
RECEIVED
JUL 9 1921
ANSWERED

Application Entered ✓
Checks Received ✓
Cards Prepared
Cards Proofread
Cards Filed

G.E.B.
May meeting 1922

My dear President Buttrick:

One of our men in the School of Education, Dr. L. A. Williams, has been plunging more and more deeply into matters of educational research and assistance during the last year or two. He has been building up an exceedingly valuable contact with the school people of the State through rather definite assistance and advice which he has been able to give them as to how to study their own school problems scientifically.

This work has grown in his mind and has opened up so many new avenues that he is making the definite proposition that here in the School of Education at the University there be established a bureau of research and assistance, which would serve as a central station from which a constant stream of information should go out, and in which new facts should constantly be developed and put at the service of the school men of the State.

I believe the State is ready for such a movement, and I believe that to encourage such a movement would result in a steady filtration of important procedures down to the smaller schools generally. There is no such bureau at any Southern institution, so far as I know; or at least none that is really functioning as this would function under Dr. Williams. He estimates that the funds needed to establish such a bureau and provide proper clerical assistance, printing fund, and so on, would be in the neighborhood of sixty-five hundred or seven thousand dollars a year.

This letter is just to know whether this type of project is of the character that the General Education Board would be interested in starting, with the assurance that the University would take it over as a part of its budget after the first two years, provided the Board were convinced that the project were worth while.

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

Personally, I am convinced from what Dr. Williams has been doing and from the outline of the work of the proposed bureau, which he has submitted to me, that such a project would be distinctly worth-while, but, as our funds are of course already appropriated some time ago for the next two years, I cannot at once take it over.

If you think it would be worth-while either of us, or both of us, could come on to New York and talk to you about it. It has rather grown on my imagination and I see a good deal in it. I am enclosing a brief outline which Dr. Williams has made as to the work which such a bureau would do. I may add that Dr. Williams is perfectly competent and capable of handling this work in every respect.

With personal good wishes, I am,

Cordially yours,

Frank Porter Graham
President

President Wallace E. Buttrick,
General Education Board,
61 Broadway,
New York.

There would be about four divisions of the bureau:

1. The Division of Tests and Measurements,

   a) A supply depot for standardized tests - intelligence and achievement.

   b) A factory for new tests and for revisions of old ones.

   c) A service station (1) for the administration and interpretation of test results; (2) for the investigation and derivation of remedial measures; (3) for instruction in the use of test material.

   d) A laboratory for cooperative research work along lines of standard tests and scales in public schools and in higher institutions.

2. The Division of Educational Assistance (a strictly service department) to advise on:

   a) Problems of school administration, supervision and management.

   b) Building and equipment problems with the related problems of finance.

   c) Problems of professional improvement, more particularly as concerns aid by means of bulletins, texts, studies, investigations, etc.

   d) Inspirational and professional lectures and talks,- as at teachers' meetings, commencements, bond campaigns, rallies, etc.

3. The Division of Research Station Activities. .

   A station for research under the Federal Bureau of Education. The activities relating to the work of this station should be centered in a separate division of this local bureau.

4. The Division of Publications.

   a) Publication of new tests.

   b) Reprinting old tests (permission to do this is readily secured).

   c) Miscellaneous printing and mimeographing for the bureau and for giving, tabulating, and reporting tests.

July 9, 1921

President H. N. Chase
The University of North Carolina
Chapel Hill, North Carolina

Dear President Chase:

Your letter of July 7 was received this morning. The program which you and Dr. Williams outline seems to me very interesting. All matters pertaining to research are considered by Dr. Flexner. This proposal is one which I do not feel qualified to consider until after he shall have passed upon it. Dr. Flexner is now away on his vacation, and will not return until the middle of September. I will therefore hold the letter until his return, when he will communicate with you. I am extremely sorry for this delay.

Held E.S.B.

With all kind regards, I am

Very truly yours,

WALLACE BUTTRICK

WB/LFA

R	M.S.D.	3/23/25	MS	3-27-25
	HJT.			

COLLEGE FILE

NC - 811

(9-20-25) V

Chase, Dr. Harry W. (President, University of North Carolina, Chapel Hill, N.C.)

1. The attack made upon the University on the ground that it was doing a great public dis-service in its teaching of science, has resulted on the whole in an important service to the institution. It gave to the institution opportunity to make a very frank statement of its position and to bring to the attention of the people the importance of the teaching of science and the importance of freedom in university teaching.

2. President Chase wishes to develop the graduate work at the University. The assistance given by the Spelman Memorial in the field of the social sciences has enabled them to undertake research in this field. It is his expectation that in the end the State will support scientific research. It is doing something in this direction at the present time. Development at this point, however, must be slow. A little leverage from the outside would hasten the progress. He raised the question as to whether the G.E.B. would be prepared to cooperate with the University in raising a fund which would be administered as a liquid fund for the encouragement of research. It is recognised that such fund should be kept liquid. It would be used for the purpose of enabling any department at a given time to carry out an important undertaking. If it should be necessary to relieve an important research worker from much routine for a period of years to enable him to give more time to a research project, or to give him equipment or technical assistance for a given period, the liquid fund would make this possible. It is recognised as equally important that such an undertaking should be entered upon permanently. If, for example, a scientist should be relieved from routine for a period of, say, five years, it does not follow that he is to be relieved permanently. It was agreed that President Chase should present in form of memorandum the matured proposal he has in mind. (Recorded as application.)

G.E.B. Appln.

(FROM RECORD OF INTERVIEWS WITH DOCTOR ROSE,

March 20, 1925)

(re interview 3-20-25 in College file) NC-81.11

research in science

April 21, 1925

My dear President Chase:

When you called at the office March 20 to talk matters over with Doctor Rose you raised the question as to whether the General Education Board would be prepared to cooperate with the University in raising a fund which would be administered for the encouragement of research.

Probably you are familiar with the Heckscher Fund given to Cornell University of Ithaca, New York, some years ago for this very purpose. I understand that this fund yields an annual income of between $20,000 and $25,000 which is administered by a special committee who allocate individual grants year by year for various research projects, taking particular care to see that most of these projects are of the nature of pure research.

In looking over the last report of this committee, I find that the smallest appropriation was that of $100 to enable Professor Simpson to continue his investigations in the function of the thyroid and parathyroid glands. I should judge that the average individual appropriation approximates $500, one of which, I notice, is for an investigation of the life history of the North American

frog, toad and tree-toad, another one for completing a monograph on the psychology of audition, a third for investigations on the subject of algebraic numbers. Among the larger individual grants I notice one of $3,000 for the study of the selective absorption of X-rays and a new method of exciting X-ray tubes.

I am giving these details as indicative of the scope of the work done by the committee in making assignments. The University of Illinois has a $10,000 appropriation for this purpose, the University of Wisconsin has had one of $15,000 for some years and apparently feels that the plan of having a more or less liquid sum available for assignment to individual projects is very stimulating to research work.

If you have considered the subject further as far as it relates to the University of North Carolina, I should be very glad indeed to hear from you.

Yours very truly,

H. J. THORKELSON

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

HJT:MSD

NC81.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

24 April 1925

	H. J. T.	APR 28 1925	NJT	4-28

Dear Mr. Thorkelson:

I am certainly much obliged to you for your letter of the twenty-first, concerning administration of the fund held by Cornell University for research purposes. It seems to me that this sort of fluidity in the administration of a fund, with the principle of annual grants, is very desirable. I was talking with Dr. Rose about the general matter the other day when I was in New York, and I have had one or two conferences with several of our men in science here along the same general lines. I have some suggestions which are shaping up as related to the University of North Carolina, and I want to send these forward to you at an early date.

I have been out of the office for two weeks recently on a trip to some other Southern institutions, and have scarcely got caught up since I got back. I find your other letter, and am certainly much obliged for what you say about my address. The history of the University is full of interesting incidents, like all of the old places, and I wish a few more of them could be rescued.

Cordially yours,

H W Chase

President

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway,
New York City.

April 28, 1925

My dear President Chase:

Thank you very much for your letter of April 24. We are now at work planning our docket for the May meeting, and will be very glad to receive your matured suggestions in regard to aiding sciences.

With kindest regards, I am

Yours very truly,

H. J. THORKELSON

President H. W. Chase
The University of North Carolina
Chapel Hill, North Carolina

HJT:MSD

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THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

27 May 1925

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The General Education Board,
~~Sixty One Broadway~~,
New York City.

Gentlemen:

I should like to submit a request to the General Education Board for a sum of money to be granted annually for a period of years for the encouragement of research in science at the University of North Carolina. In making this request I have the authorization of the Executive Committee of the Board of Trustees to approach the General Education Board on the matter.

I should like to submit for your consideration the question as to whether the Board would be willing to set up at the University for a period of five years a fluid fund to the amount of fifty thousand dollars a year, this fund to be administered by a group of men from the science faculty, and of which the President of the University would serve as chairman; the fund to be used by this board in the form of grants, made annually, for the prosecution of research projects undertaken by members of the University faculty of proven capacity for research.

To enlarge somewhat on this general statement I would say that I have had this spring several conferences with members of the scientific faculty at the University regarding the future development of research in science at the University. It seems clear in the first place that there are in the minds of our men a variety of projects of importance and promise which have been in mind in some instances for long periods of time, and which seem to be altogether worth while and which, because of limitations of one character or another which could be removed in most cases by some financial assistance, they have not been able to carry out. There is a large group of men in the University faculty who have already shown capacity for research in the field of science. Five of the University scientific faculty appear in Cattell's starred list of the thousand leading men in science in America, and there is a group of equal or greater size who, in my judgment, are equally competent. Within the last few years a group of younger men has been added to the scientific faculty who also in a number of cases are showing marked ability in research.

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

Sheet Two — General Education Board

I am appending to this letter a list taken from the President's Report of this year which shows the titles of publications by the University faculty, and also the latest bulletin indicating research in progress at the University.

While other departments than those in science are represented in these bibliographies, the general character of the work going on will suffice perhaps to indicate the fact that the University atmosphere as a whole is favorable for the development of research in important ways. That this is being recognized in increasing manner through the South is shown by the increase in the size of the Graduate School at the University, which enrolls during the regular session about one hundred and fifty students, and even a larger number in the summer session. Of those enrolled this year forty-three already have their master's degree, and thirty-three are definitely at work toward the doctorate.

As I know the Board appreciates, State institutions, with their large growth in students, the necessity for provision for undergraduate instruction and for large additions to material equipment from State funds, are handicapped in securing funds specifically for purposes of research, important as such purposes are. It would be my idea that with a fluid fund in hand, a faculty board, representative of the best scientific thought of the institution, should be created to which men would submit projects which require financial assistance. These should of course, in the first place, be definitely of research character, and they should, in the judgment of the individual's peers, show promise, when judged both in terms of the individual and of the project submitted. In general it is perhaps true to say that no one formula can be worked out as to the form which this financial assistance would take. In some instances what men require is time, which it would be necessary to provide through a partial relief of the individual from his teaching duties, such funds to supply as the salary of a substitute to carry on his teaching work. In other cases the general need is for laboratory equipment, such as cannot be obtained within the usual range of departmental appropriations. In others the need is rather for trained laboratory assistants, who would work with the individual on his project. There might also be occasions in which field expenses, or expenses for travel, to some particular point for purposes of consultation with large library collections, or the like, would be desirable. Occasionally it would be worth while to help defray the expense of the publication of some particular piece of work required, possibly the expense of plates or the like.

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

Sheet Three General Education Board

It is because there is a considerable variety in the kinds of assistance that could with advantage be rendered that I suggest a fluid fund, not to be parcelled out to departments or to individuals as such, but to projects undertaken by people which seem to their peers worth while. I asked our scientific departments some weeks ago to let me see anything they had in mind as to investigations they were anxious to undertake which would be made possible by financial assistance of this sort, and I was very much impressed by the range and, I believe, the quality of the suggestions offered. All of them that would properly come within the scope of such a fund as has been indicated could be made possible by one or another of the methods of help I have suggested above. I submit as an addition to this letter a summary of a half-dozen or so of these projects chosen to illustrate the variety by way of indicating the sort of thing our men have in mind. The total expense of all the projects submitted to me would, I suppose, run around two hundred thousand dollars. I mention this merely to indicate the fact that our men see a great deal in sight which could be done with proper assistance.

I very much hope that the Board may be able to see its way to assist the University in this matter. It would, I think, in addition to its direct value in the promotion of the advancement of knowledge, mean a definite encouragement of scientific research in the whole South, both because of the men from the South who would be attracted here because of such a programme and go back into other Southern institutions, and because of the stimulus which science would be given in a representative Southern institution. I shall, of course, be glad to submit further details or analyses of any sort which the Board might require in substantiation of this request.

Sincerely yours,

H W Chase

President

June 3, 1925

My dear President Chase:

Your letter of May 27 reached us on June 1. Our docket for the meeting of May 28 had been prepared some time previous; and, anticipating your request from you, the Board has authorized its Executive Committee to make an appropriation not to exceed $5,000 a year for a period of three years, hoping to demonstrate the usefulness of a fluid fund for research and thus interest the state in contributing regularly for this purpose.

In view of your request for $50,000, I am afraid you will be somewhat disappointed in the authorization of a maximum of $5,000, but you will be interested to know that the fund available at Cornell University for this purpose at its maximum does not exceed $25,000 a year and that of the University of Wisconsin which is the largest sum is about $35,000 and is available for research work in both science and the humanities. Sums available in other institutions vary from $1,000 to $10,000 a year.

For your information I am sending you copies of the reports of the committee having in charge the Hackscher Fund at Cornell University. You will note the character of the appropriations and the apparent attempt to limit aid to studies in pure science as distinct from studies in applied science. This would eliminate a number of the projects which your staff is considering. I will appreciate your returning these reports to me, as these are the only copies I have.

At your convenience I will be very glad to hear from you further on this subject.

Yours very truly,

H. J. THORKELSON

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

HJT:MSD

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

Illustrative Projects for Research in Science at The University of North Carolina

I. Projects in Botany, under general direction of Professor W. C. Coker (name on Cattell's starred list):

Cultivation of fungi in pure culture to determine:
1) Presence or absence of a sex difference
2) Factors involved in sex determination
3) Inheritance of variations
Needed: research assistant, special apparatus.

II. Projects in Zoology, under general direction of Professor H. V. P. Wilson (name on Cattell's starred list):

The Phenomena of Cellular Behavior (The enlargement of the research programme centering about)
General need is research assistants both to aid in investigation and to serve the chief investigator by taking over certain teaching duties.

III. Projects in Chemistry, under general direction of Professors Bell, Wheeler, and Venable (two of these three men being on Cattell's starred list):

A) Research assistant to help work on the constitution of gossypol, a poisonous constituent of cotton seed.

B) Research assistant to aid in prosecution of work on paracymene, including the production of new dyes with this base, on which five papers have already been published.

A variety of other projects of similar character, the main need being for research assistants to aid in investigations.

IV. Projects in Mathematics, under the general direction of Professor Archibald Henderson, who is one of the very few men in Southern institutions carrying on any research in pure mathematics. Professor Henderson has already published, with his associates, one volume on the general theory of relativity, and spent a year on leave in Europe at Cambridge and the University of Berlin in connection with this project, for which he asks relief for a portion of his teaching time in order to devote himself to the compilation of the large amount of material involved.

V. Projects in Engineering, under the general direction of Professor Saville. The study of flood control, growing out of studies on floods in North Carolina streams during the last two years, which the Committee on Flood Protection Data of the American Society of Civil Engineers would be interested to see prosecuted here, and for which it is probable a part of the funds would be provided by this Society, under Professor Saville's direction. He has written extensively on this and allied matters.

VI. Pathology. Seasonal Incidence and Types of Pneumococci in North Carolina Cases and Carriers.

Such a study has never been made in the South, and five points which the project would cover are suggested by Associate Professor MacPherson of the Medical School, a man of good training who, though young, is rapidly demonstrating extraordinary capacity for research.

VII. Pharmacology. Research assistants to aid in the general programme of Dr. MacNider, the general line of whose investigations on the functions of the kidney and allied problems has already resulted in the general adoption of a new type of treatment for mercury poisoning, and one of whose methods of treatment was adopted in the British Army during the World War. The Board has already aided Dr. MacNider on several projects with results that have, I believe, been wholly satisfactory. In this case a skilled research assistant is most needed.

These are only samples of a very large number which either cannot be undertaken by the departments at present, or which are kept from a proper continuation and enlargement by difficulties most of which would be removed by financial assistance.

NC 81.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

		H. J. T. JUN 8 1925	HJT	6-8-25
			6 June 1925	

Dear Mr. Thorkelson:

I have your two letters of June third, and I want to say that I think it was extraordinarily generous of the General Education Board to authorize a grant to the University of North Carolina in advance of any general application. This I certainly appreciate most deeply, and of course I hope you will let me file some supplementary information later that might interest the Board in increasing the size of the grant when it meets next time. I think the Board's action in this matter has been fine, and I assure you it is deeply appreciated.

I ought perhaps to say that in fixing in my own mind the size of the appropriation to ask for I had in mind the help in research in social science here which has been rendered by the Laura Spelman Rockefeller Memorial, which amounts to thirty-two thousand and five hundred dollars a year, and in attempting to judge the number and variety of scientific projects which could be forwarded by grants as outlined by the men here I discovered that an appropriation of the size mentioned would certainly be utilized in full measure.

I note your other letter in reference to matters in the office of the Dean of Students, and I should be glad to have an opportunity to talk over this situation with you. I am going to be in New York some time the latter part of the week beginning June twenty-one, and if you will I wish you would drop me a note and let me know whether you will be in the office at that time.

Cordially yours,

Harry Chase

President

Mr. H. J. Thorkelson.

June 8, 1925

My dear President Chase:

I am very glad to receive your letter of June 6 covering the basis for your estimated needs for research work. As the Laura Spelman Rockefeller Memorial is particularly interested in social science, we do not trespass on that field.

Just at present I am in doubt as to whether I shall be in New York when you call, although I do hope to return before the end of the week of June 21. If you have opportunity, will you kindly telephone the office and if I am in the city I shall be glad to arrange for an appointment.

Yours very truly,

H. J. THORKELSON

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

HJT:MSD

NC 81.1

H. J. T. JUN 19, 1925 HJT 6-25-25

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

17 June 1925

My dear Mr. Thorkelson:

I am enclosing excerpts from the minutes of the meeting of the Board of Trustees of the University of North Carolina, at Chapel Hill, on the ninth of June, authorizing the acceptance of the appropriation by the General Education Board for the encouragement of research in pure science made to the University. My understanding from your letter was that the Board authorized the Executive Committee to appropriate a sum up to five thousand dollars a year for three years for this purpose, and I assumed that you would probably want some official statement from our Trustees in the form of an authorization to accept the gift. I hope the enclosed will cover that purpose.

I am hoping to see you in New York next week, when I come in Thursday or Friday, and I will telephone you as you suggest.

Sincerely yours,

H W Chase

President

Mr. H. J. Thorkelson,
New York City.

BOARD OF TRUSTEES

UNIVERSITY OF NORTH CAROLINA

H. M. LONDON, Secretary

RALEIGH, N. C., June 16, 1925.

Dr. H. W. Chase, President
University of North Carolina,
Chapel Hill, N. C.

Dear Sir:

The following is an excerpt from the minutes of the meeting of the Board of Trustees of the University held at Chapel Hill June 9, 1925:

"President Chase read a letter from the General Education Board of New York, stating that the Executive Committee of the Board had been authorized to appropriate $5000 per year for a period of three years to the University of North Carolina for the encouragement pf research in pure science, and asked the authorization of the Trustees to accept the gift. This was granted, and the President was directed to express to the General Education Board the appreciation of the Trustees of its generous gift."

Yours truly,

H. M. London

Secretary.

June 28, 1935

My dear President Chase:

Thank you for your letter of June 17 enclosing a copy of the action of the Board of Trustees, and also for your letter of June 19 returning the information regarding the Cornell Fund.

Yours very truly,

H. J. THORKELSON

President H. W. Chase
The University of North Carolina
Chapel Hill, North Carolina

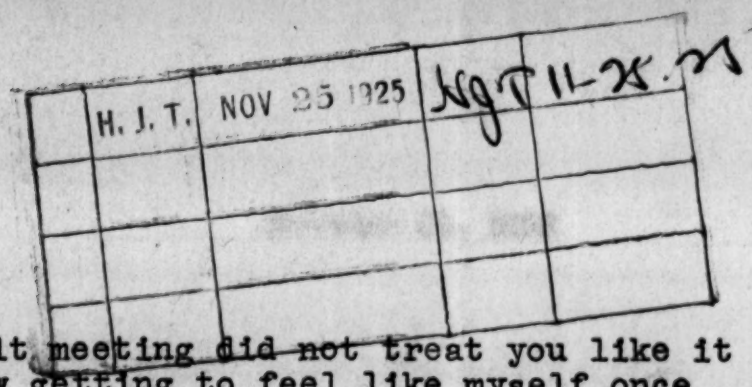
HJT:MED

NC 81.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

23 November 1925



Dear Mr. Thorkelson:

I hope the Vanderbilt meeting did not treat you like it did me. I am just now getting to feel like myself once more, after an attack of influenza that I contracted either there or on the way back. Otherwise I should have written you before.

You remember last spring you told me that your Executive Committee had agreed to appropriate up to five thousand dollars a year for three years for research in pure science at the University of North Carolina, and I thought I wrote you last summer before I left for Europe notifying you that the Trustees had accepted the gift. I am wondering if there are further formalities, and whether the form of the appropriation being what it is the Board wants to appropriate on the basis of specific projects, or as a lump sum for the year.

If I had not been knocked out for a month, I should have got to work on you about this before, but such is the way of life.

Cordially yours,

H W Chase

President

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway,
New York City.

November 28, 1938

My dear President Chase:

I am sorry to learn from your letter of November 23 that you have been ill, but I am very glad to know that you have entirely recovered from the attack of influenza.

Your letter comes at a most opportune time. Dexter Dutrick and I are planning a trip South in order to look over colleges and universities, and hope to visit you at Chapel Hill, Thursday, December 3. If our plans are not modified, we will take the bus from Raleigh Thursday morning and spend the day with you, returning to Raleigh for the evening.

I hope this will be convenient for you. One of the principal things I wish to discuss with you is this project of research.

With kindest personal regards, I am

Yours very truly,

H. J. THORKELSON

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

P.S. We will be at the Hotel Sir Walter Raleigh, Raleigh, in case you desire to drop us a note. HJT

HJT:MED

COLLEGE FILE N.C.81.1

Memorandum regarding University of North Carolina, Chapel Hill, North Carolina

Thursday morning, December 3, 1925, Doctor Buttrick and I took the bus from Raleigh to Chapel Hill, North Carolina, and spent most of the day with President H. C. Chase. We inquired about his plans for research and spoke of our hope that aid from the General Education Board might result in stimulating further state aid for this purpose. Doctor Chase plans to organize a faculty committee to allocate funds from the $5,000 yearly gift of the General Education Board, and to get a report as to the results of these awards. He will write a letter outlining these plans, and on the basis of this I hope the Executive Committee of the Board can make the appropriation at its next meeting.

In discussing the situation in the South, President Chase spoke of the progress being made at the University of South Carolina. He stated that President S. C. Wofford from his own funds was sending promising young teachers to northern universities for advanced study, and was in this way gradually improving the quality of the teaching staff.

In discussing the general situation mention was made of the situation at the Arkansas Baptist College, Little Rock, where the state convention had taken action restricting teaching, and as a result the faculty had resigned.

President Chase spoke very highly of the good influence of President Poteat of Wake Forest College, and gave us each copies of President Poteat's lectures at the University on the subject, "Can a Man be a Christian?"

We visited the new chemistry laboratory with its large, fine laboratories and special research rooms for teachers and graduate students. This is now the best chemistry laboratory in the South. An addition is just being completed to the Engineering Building, and large new dormitories have just been occupied enabling the institution to house about 1800 students, or over 60 per cent. of its student body.

President Chase has been connected with the University for fifteen years and with his predecessor has built a most promising state university. The recent gifts of Mr. Duke to Duke University, which is located at Durham only 16 miles from Chapel Hill, may result in still further state support to the state university. The construction of a medical school at Duke University in accordance with the terms of the Duke Bequest may relieve the state of the necessity of going into this work, and enable other departments to be still further strengthened.

H. J. Thorkelson

HJT:MSD
December 9, 1925

NC 81.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

5 December 1925

	H. J. T.	DEC 7 1925		
C	MSD	Ex Com.	MSD	

Dear Mr. Thorkelson:

It certainly was a great pleasure to have Dr. Buttrick and you with us the other day, and I enjoyed your visit so much.

Pursuant to our conversation I should like to make formal application to your Executive Committee for a grant of five thousand dollars a year for a period of three years for the encouragement of research in pure science at the University of North Carolina. This request has the endorsement of the University Board of Trustees.

It would be my intention that this grant should be administered by a committee of the faculty, chosen with regard to their understanding of the essentials of research, and that by such a group allotments should be made not to men but to projects which thre is reason to think are promising in results, and which require financial assistance other than that possible from the University in the usual course of events; that there should be unquestionably an annual report made on the progress of any project for which a grant is made. I am inclined to think that such a grant ought to consider helping both men of proved ability in research and also the stimulation of young men who have shown capacity and promise in the field of scientific research.

Will you please regard this letter as a formal application to your committee, this having been endorsed by the Board of Trustees of the University of North Carolina and permission given to accept the same if it were given, at the meeting in June.

Cordially yours,

H. W. Chase

President

Mr. H. J. Thorkelson,
General Education Board,
New York City.

NC. 81.1

December 8, 1925

My dear President Chase:

Thank you for your letter of December 5. When Mr. Thomkinson returns to the office the latter part of this week it will be brought to his attention. In the meantime your application for a grant of $5,000 annually for a period of three years for the encouragement of research in pure science is being recorded preparatory to its presentation to the Executive Committee of the Board.

Yours very truly,

GENERAL EDUCATION BOARD

By MILDRED S. DUNCAN

President H. W. Chase.
University of North Carolina
Chapel Hill, North Carolina

MSD

NC-81.1

January 16, 1926.

My dear President Chase:-

At a meeting of the Executive Committee of the General Education Board held January 13, 1926, the officers presented your letter of December 5th, requesting an appropriation from the Board of $5,000 a year for a period of three years for the encouragement of research in pure science at the University of North Carolina.

I am pleased to inform you that the Committee acted favorably on your request and appropriated to the University of North Carolina a sum not to exceed Fifteen thousand Dollars ($15,000), to be available in the discretion of the University authorities over a period of three years, dating from July 1, 1925, for the purpose requested, and in general conformity with your letter of December 5th to Mr. Thorkelson.

I shall request the Auditor of the Board to send you a check promptly for Five thousand Dollars ($5,000), being the sum provided for this year. Shortly after June 30, 1926 you may wish to render an accounting to the Board of sums expended from this appropriation. Subsequent payments will be made in accordance with your wishes.

Very truly yours,

W. W. BRIERLEY

President Harry W. Chase,
University of North Carolina,
Chapel Hill, N.C.

WWB/GMC

N C 81.1

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Officers:

March 4, 1927

University of North Carolina
Appropriation 31-1945

At the meeting of the Executive Committee of the General Education Board held January 13, 1926, the following resolution was adopted:

> RESOLVED, That pursuant to authorization of the General Education Board on May 28, 1925, the executive officers of the Board be, and they hereby are, authorized in their discretion to commit the Board to an appropriation to the University of North Carolina, Chapel Hill, North Carolina, of a sum not to exceed Fifteen thousand Dollars ($15,000) to be available in the discretion of the University authorities for the development and encouragement of scientific research over a period of three years commencing on or about July 1, 1925, the appropriation to be charged to current income.

Under this resolution the Auditor was authorized to send the University a check promptly for $5,000, being the sum provided for the year 1925-26.

A letter dated February 23, 1927 has been received from President H. W. Chase in which he requests a similar grant for the year 1926-27.

In pursuance of the authorization contained in the resolution adopted by the Executive Committee on January 13, 1926, recited above, the executive officers hereby approve of apportioning the sum of $5,000 to the University of North Carolina for the year 1926-27 for scientific research.

The Secretary of the Board is instructed to inform President Chase promptly of this apportionment.

Approved W. H. Buckley
W J Shinkleton
Frank P. Bachmann
C. J. Richards
Brodnax Rose

To the Auditor:

In accordance with the foregoing authorization, will you kindly send a check for $5,000 promptly to the University of North Carolina, being the sum made available for the year 1926-27 for scientific research. A statement covering the expenditures under last year's grant will be forthcoming.

Approved W. H. Buckley
Secretary
John E. Tilden

IHG MVL

NC-81.1

January 20, 1928.

President H. W. Chase,
University of North Carolina.

Dear Dr. Chase:-

Since notifying you last April of the allocations of our $5000 fund for research during the current year, there has been returned to our committee two of the items there recorded, plus one appropriation from the preceding year. Dr. Mangum returned the appropriation for this year and the year before, the total amounting to $450; Dr. Stuhlman returned the full amount of $300 appropriated to him this year; total return $750. At a meeting of our committee held December 17, 1927, and at a second meeting held January 19, 1928, the following reappropriations of this sum were made:

Professor J. F. Dashiel -	For the purchase of a graphic recording device for the study of the capacity for rhythmic motor reactions on the part of individuals of varied general musical capacities and of different race	$250.
Professor R. E. Coker -	For assistance in collecting and studying micro-crustacea and other small fresh-water animals in North Carolina -	220.
Professor W. deB. MacNider -	For material and technical assistance in the study of kidneys of several of the lower animals (marsupials and fish) -	145.
Professor C. D. Beers -	For the purchase of chemicals and glassware of exceptional purity for the study of life processes of certain freshwater protozoa -	75.

Brought forward $690.

Professor J. N. Couch - For expenses of travel to the southeastern part of North Carolina for collecting certain groups of fungi in the living state for monographic study - 60.

Total $750.

Yours very sincerely,

NC-81.1

Research in Pure Science

Analysis as at April 1, 1928.

Receipts from General Education Board $10,000

	Appropriated	Disbursed	Balance on hand
Grants for Research			
General (unappropriated)	4.50		4.50
Prof. A. S. Wheeler	$1,400.00	1,266.54	133.46
Prof. H. W. Crane	580.00	334.45	245.55
Prof. R. E. Coker	1,000.00	632.20	367.80
Prof. D. A. MacPherson	200.00	170.83	29.17
Prof. E. K. Plyler	350.00	168.50	181.50
Prof. W. deB. MacNider	665.00	665.00	
Prof. W. F. Prouty	620.00	620.00	
Prof. Gerald MacCarthy	98.00	47.62	50.38
Asst. A. C. Miller	129.50	129.50	
Prof. Otto Stuhlman	393.00	393.00	
Prof. J. N. Couch	560.00	480.86	79.14
Professor W. C. Coker	1,275.00	1,141.56	133.44
Prof. Archibald Henderson	150.00	150.00	
Prof. Collier Cobb	250.00	250.00	
Prof. W. C. George	250.00	180.00	70.00
Prof. J. H. Swartz	250.00	250.00	
Prof. H. V. Wilson	1,500.00	1,125.00	375.00
Prof. Dale Beers	75.00		75.00
Prof. J. F. Dashiell	250.00		250.00
	10,000.00	8,005.06	1,994.94

Cash balance April 1, 1928 1,994.94

You will note that the original grants as reported gave

Dr. Chas. Mangum	$450.00
Dr. Otto Stuhlman	693.00

Of these amounts all of Dr. Mangum's and $300 of Dr. Stuhlman's were returned to the committee and redistributed as follows:

Prof. Dashiell	$250.00
Prof. MacNider	145.00
Prof. Beers	75.00
Prof. Couch	60.00
Prof. Coker, R.E.	220.00
	$750.00

3 copies

NC-81.1

List of appropriations made by the committee on distribution of the Rockefeller grant of $5000 for the promotion of scientific research in the University.

Professor A. S. Wheeler- For research assistant and purchase of chemicals.....$800.00

Professor H. W. Crane- For assistance in organizing and analyzing data already collected.... 500.00

Professor R. E. Coker- For assistance in collecting and studying micro-crustacea and other small fresh-water animals in North Carolina..... 700.00

Professor C. S. Mangum- For the preparation and publication of plates illustrating his research on the embryology of the pig..... 350.00

Professor D. A. MacPherson- For animals and apparatus to study "The Effect of non-specific Parenteral Injections on Antibody Production and Experimental Infection"..... 200.00

Professor E. K. Plyler- For grinding and polishing crystals to study infra red transmission spectra..... 100.00 all pd.

Professor MacNider-To help pay salary of research assistant..... 200.00 - all pd.

Professor Prouty- For field expenses and laboratory equipment in the study of North Carolina Triassic..... 200.00 all pd

Mr. Gerald MacCarthy- For a machine to be used in experiments on the plasticity of wax layers on mercury..... 98.00

Mr. C. E. Miller- For laboratory apparatus and for expert analyses of Kaolin Clays..... 129.50 all pd

Brought forward..... $3277.50

Professor Otto Stuhlman - For electrical apparatus to be used for the study of ionization potential of Tungsten in some allied metals.....393.00 all pd

Professor J.N. Couch-For travelling expenses and equipment for collecting in the tropics during the coming summer.....500.00 all pd.

Professor W. C. Coker- For assistance in the study of North Carolina fungi and for the expenses of several collecting trips by an assistant to the coast of North Carolina.....675.00 all pd

Professor Archibald Henderson - For travelling and other expenses connected with the preparation of a work on the Einstein Theory.....150.00 all pd

4995.50

3 Copies

NC-81.1

List of appropriations made by the committee on distribution of the Rockefeller grant of $5000 for the promotion of scientific research in the University, April 5, 1927.

Professor H. V. Wilson- For the employment of a research assistant and technician for the advancement of his research..... $1500.00

Professor A. S. Wheeler- For a research assistant in his work on the reaction between acetyl acetone and phenyl-semicarbazide..... 600.00

Professor W. C. Coker- For a research assistant in his work on the water molds and Pythiums..... 600.00

Professor W. F. Prouty- For apparatus and assistant in his study of the Triassic Basins in Virginia and farther north in New England, with a view to making a structural correlation of these basins..... 420.00

Professor Otto Stuhlman- For apparatus and other expenses in connection with the continuation of his work on the problem of secondary emissions from elements subjected to bombardment by slow speed electrons.. 300.00

Professor W. deB. MacNider- To pay in part for the employment of a research assistant and for dogs in his work on the changes in repair in the kidney following an acute nephritis which leads to the production of a chronic nephritis..... 320.00

Professor Cobb- For expenses in visiting areas of loessal deposits in the United States in continuation of his studies on such deposits in China..... 250.00

Professor George- For expenses in carrying on investigations this summer at marine laboratories on the comparative histology and histogenesis of the blood of the chordates.... 250.00

Professor Swartz- For field expenses for self and assistant in the study of the Chattanooga Black Shale and the location of the boundary between the Devonian and Carboniferous

Brought forward.....$4240.00

Professor Swarth cont'd.-systems in central and southeastern United States. And travelling expenses to Washington for a statistical study of Brachiopods in the U. S. Geological Survey's collection..... 270.00

Professor E. K. Flyler- For buying, grinding and sectioning crystals and for research instrument to be used in the continuation of his study of the detection of isotopes in materials by their infra red spectra..... 250.00

Professor C. S. Mangum- To meet the expense of publication of his paper on the development of the cranial nerves of a 24 mm. pig embryo. This is to be added to the $350 granted Dr. Mangum last year for this purpose..... 100.00

$4240.00

At the final meeting of the Committee, held May 26th, two additional grants were made, as follows:

Professor R. E. Coker- For the continuation of his studies for which the sum of $700 was granted him last year..... 80.00

Professor Harry N. Crane- For the continuation of his studies begun under the grant of $500 made last year..... 80.00

Final total.....$5000.00

NC-81.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

	W.R.	4/12/28	WR	
	Filing Dept.	R.F.	✓	
C	M.D.B	Carbs	mRB	

April 9, 1928.

Dr. Wickliffe Rose, President,
General Education Board,
61 Broadway,
New York City.

Carded for Mrs. Thompson 7-8-29 L.F.A.
M.M. Copy provided 7/5/29
E.E.D. Copy provided 7/5/29
E.C. F.C.

My dear Dr. Rose:

The University of North Carolina is submitting to you a group of research projects in the physical sciences and the humanities, with a request for the assistance of the board in the carrying out of these projects and for the development of facilities for research in its Graduate School. In support and in further definition of our request I am submitting the following memorandum.

I

The University of North Carolina has a well-established record of research undertaken and carried through by members of its faculty. With its journals published in the fields of scholarship you are familiar, and a list of the publications of its faculty in science and the humanities has already been submitted to you.

During the past decade, four things of major importance (in addition to the bringing in of men in its various departments who are competent in research), have greatly contributed to the stimulation of research at the University and to the development of an atmosphere favorable to the same:

1. Within this period falls the real development of the University's Graduate School, with a total registration since September of this year of 196 students (not counting summer session students). These graduate students represent twenty-one states, hold A. B. degrees from sixty-four, and masters degrees from twenty-three, institutions; at this next commencement twenty-one are candidates for the doctorate, and eighty-two for the masters degree. Even more graduate students are enrolled in the summer quarter, and the quality of work is consistently high.

2. The growth of the University Library, which, in the number of volumes added, numbers twentieth among the libraries of thirty-seven of the larger institutions for last year, and which is steadily building its resources--an important forward step here is the construction of a new and adequate University Library, now under way, the first unit to cost $625,000. The Library has an operating budget of $101,000 from all sources. Its collections total 185,000 volumes; it must be remembered that with meager funds available until the last few years for its work, the rate of addition is more significant than the total volumes. It is adding to its collection at the rate of nearly 20,000 volumes per year.

3. The foundation and development of the University Press, now in the sixth

year of its history. Within this brief period, the Press has published forty-five books, a number of real significance; three, in fact have been selected by the Committee on Intellectual Relations of the League of Nations as among the most significant of the year of publication. The Press is now operating on a budget of $56,650, jointly from University and outside funds (from the Laura Spelman Rockefeller Memorial).

4. The creation of the Institute for Research in Social Science, with which you are familiar. The Institute is devoting itself to a program of state and regional studies in the fields of its interest, which is going forward in a competent way.

The result of all these factors has been the creation of a situation at the University unusually favorable in the South for research. With regard to the competence of the staff, I may say that in Cattell's latest edition of "American Men of Science," seven of our scientists are starred as among the leading thousand in the country; three in Chemistry, two in Zoology, one in Physics. There is no comparable publication for men in the non-scientific fields, but the level of the men is, I believe, equally high.

In connection with this favorable internal attitude should be considered what may be termed the social importance of the encouragement of research in the South at this time. A generation ago the critical problem in southern education was the public school, today it is the college and university. The South,with the future which lies ahead of it and which it is beginning to realize, must train its own leaders. Especially, if the qualities essential to a well-rounded civilization are to be developed in Southern life, must its able youth learn what is involved in the scientific method and spirit, whether in the natural sciences or in other fields of learning dominated by the same ideals. Whatever else this involves, it certainly involves exposure to an atmosphere in which research and the research ideal vigorously flourish, and it involves the training by the South of its own workers in the fields of research.

I therefore believe that aid rendered in research to an institution like the University of North Carolina is of more than academic, and more than local, value. The possibility of an enlarged program of research at the University would help, in the long run, to shape the thought of the South itself at a significant period in its history.

In provision for research, the University has done what it could. As I have indicated above, I believe that during the last decade it has done reasonably well. The recognition which has come to the University through such work has been a matter of cordial gratification and pride to the State, But, with regard to the State's attitude, two things should be borne in mind. First, while the funds for the maintenance of the University have increased four-fold during the decade, large increases in the faculty and in general equipment have been necessary to meet the demands of a student body that has nearly trebled, higher salary scales have had to be adopted, professional schools put on a new footing. Such things have necessarily absorbed a large proportion of increased funds. Second, large programs of research are new in all the southern area; to the expense of them the State is not yet accustomed; though it takes pride in their doing, it has not yet learned to provide funds for them in ample measure.

In such a situation, full release of our energies can come, for the present, only if we are able to supplement from without the funds which the State provides.

II

There is submitted with this memorandum a list of projects, both in summarized form and as outlined in detail by the men concerned. These may be divided into three groups (1) a group representing the physical sciences (b) one representing the humanities (c) a small group, from the humanities, in which the primary need is funds for library purposes or publication. No project within the general fields of social science have been submitted, because of the funds available for such projects through the Institute for Research in Social Science.

A very important thing, it seems to me, about these projects, is that in every case they represent either the enlargement and continuation of work already under way, or the putting into execution of plans already developed, and held up for lack of funds. There is, in other words, nothing artificial about the projects; they are normal outgrowths of work and thought already going on at the University. In many cases, as indicated by the detailed statements of the men themselves, significant results have already been attained along the lines indicated; papers and books by these men on these subjects have appeared.

Another interesting fact with regard to the projects is that many of them would accomplish a double purpose; not only would the research itself be valuable, but the conditions necessary to forward it involve the use as assistants of young men who would themselves be trained in research thereby. Something over seventy per cent of the funds asked for in the science group, for example, are for research assistants, much of it requiring men of a rather competent sort; while one project suggests several scholarships for competent men at the marine laboratory at Beaufort for the same purpose. In the field of the humanities, this proportion is naturally smaller, but it still forms over thirty per cent of the total while amounts for travel, books and manuscripts increase.

III

Were a sufficient grant to be made by the General Education Board, these projects would be undertaken. I submit them as a basis, but not the only basis, for our request. I say not the only basis, as any research program must have about it a certain flexibility. New problems will grow out of these suggested, some may close, others open up, new situations be created which it will be important to meet. For example, men will find their time so engaged here and there that it will be advantageous to free them in whole or in part from teaching; new men of high quality may be found essential to be brought in from the outside.

Believing, as I do, in the importance of an enlarged program of research in the fields indicated, and believing further that such a program should be assured stability and continuity over a reasonable period of years becasue of the absence of any tradition for the financial support of research in the South, I request of the General Education Board the sum of $50,000 per year for a period of ten years, this sum to be expended as follows:

1. For the carrying through of the projects listed herewith.

2. For related and similar projects growing out of these or of similar character and quality.

It would be understood that funds so appropriated would be expended for the following objects:

(a) For the purchase of necessary apparatus and books.

(b) For the salaries of research assistants.

(c) For necessary travel and field expenses.

(d) For salaries of men granted partial or full relief from teaching for a period for research purposes, whose services it would be necessary to replace from University funds.

(e) For the salaries of any research men of maturity and experience whom it might be highly advisable to bring to the University for these or similar projects.

(f) To make possible the publication of significant results through the University Press.

IV

I should like to add a word as to the form in which the above request is made, namely, that of a flat sum annually for a period of years.

The projects themselves amount to approximately $294,000. Very naturally, the sums called for the first year in these projects are considerably larger than during any succeeding year, both because of the expense of initial equipment and because some of the projects are for a one-year period. For practical reasons, it would be better to space somewhat more evenly what funds might be available. Should a grant be made, I propose to set up a committee from the Graduate School which would be responsible to the University both for assigning these projects places in a program and for assuring themselves that proper use was being made of the opportunity presented. Such a committee should make no grants beyond one year at a time, as a rule. The Board might indeed, if it decides to make any grant to us, make it in the form that it is not to exceed the given amount annually, and make our committee responsible for setting up an approved program annually, as a basis of its yearly request for funds within the given amount.

We are asking for a grant for a ten-year period. The length of that period grows out of two considerations. First, the process of university building must go on actively here for the next decade in a variety of directions. We have, I am convinced, during the past decade laid the foundations for the development of a real university. The lines along which we must go forward are now reasonably clear, our

policies are pretty well worked out, and we have made real progress in various directions. We must develop a more adequate salary scale--that, with the growing reputation of the University, is now all we need to get and keep first-rate men. We must strengthen our professional schools still further, experiment with the problems of undergraduate instruction, add to our library in large ways--in short, build adequately on the foundations we have laid. It will take us another ten years to develop perfectly what we have started during the last ten--we are in an active, building period, and a university, as you well know, is not built over night. The next ten years ought to be as productive of results as I believe the last ten years have been; and during that busy period we are asking your board to cooperate by helping us in one important field of our endeavor.

Again, I would like the period to be long enough both to test fairly our own competency and to give a reasonable assurance that we shall be able ourselves to continue an important program of research in these fields. With the active building that must go on here, with the fact that we must demonstrate to a state not yet much accustomed to it the value of supporting research, I believe it fair enough to say that an ample allowance of time for such a program is important for us in ways that perhaps are not so significant for institutions in parts of the country with older traditions in these things. We can not dramatically force the South to experience a sudden conversion to the importance of research; the process must be a natural one of education. The South is beginning to see the point; I believe we are helping to make them see it. But the normal growth of such a tradition takes time.

It is for such reasons that we are asking the General Education Board to consider a grant of $50,000 annually for a period of ten years, and for the purposes indicated.

Respectfully submitted,

W. H. Chase

President.

Summary
1928-38

DEPARTMENT OF PSYCHOLOGY
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

March 23,1928.

Proposal for Research. English Bagby, Associate Professor of Psychology, University of North Carolina.

.....

Influence of Fatigue Conditions Upon the Rapidity of Changes of Set.

Source of the Problem.

In connection with a study of the psychological effects of low oxygen tension in rebreathed air. (Reprint supplied herewith.) Two facts of special importance were shown:

1. The performance of several varieties of single tasks (such as addition, manipulation of the adding machine, color naming, etc.) remain unaffected by oxygen deprivation; in fact, in some instances it was shown that the efficiency of the performance of these tasks actually increases until a few seconds before the fainting occurs.

2. On the other hand, it was shown that oxygen deprivation decreases the ability of the subject to shift from one task to another, that is, lack of oxygen retards "changes of mental set".

Psychological studies of fatigue have shown that subvocal functions (such as "mental" arithmetic) do not deteriorate significantly in the course of long periods of work. On the other hand, it is well known that the intensity of a subject's motivation gradually decreases with "fatigue". It also seems possible that fatigue involves the sort of retardation in change of mental set which was found in connection with the study of oxygen deprivation.

Proposed Research.

It is proposed to determine the effect of fatigue conditions upon the ability of subjects to shift from one task to another of very different character.

It will be necessary to eliminate the "learning factor" by practicing the subject in the various tasks, and this will entail a great deal of routine work.

Fatigue conditions will be created by manual and subvocal work.

Implications.

If it should be shown that changes of set are retarded by fatigue conditions, the implications for the administration of industry are important. It would seem to follow that tasks involving a range of duties and necessitating rapid changes of set should be required in the early hours of the working day.

Supervision by English Bagby. Bibliography.

(1) Psychopathology Under Low Oxygen Tension.
Bulletin #1, Medical Research Laboratory, 1919.

(2) Psychological Tests for Selecting Aviators.(several authors)
Journal of Experimental Psychology,Volume 3,#6,1920.

(3) The Psychological Effects of Oxygen Deprivation.
Journal of Comparative Psychology,Volume 1,#1,1921.

(4) The Etiology of Phobias.
Journal of Abnormal Psychology and Social Psychology, Volume 17,#2,1922.

(5) The Inferiority Reaction.
Journal of Abnormal Psychology and Social Psychology, Volume 18,#3, 1923.

(6) Lectures on The Psychology of Personality.
A booklet (50 pages) published by Whitlock's Book Store,Inc., New Haven,1923.

(7) Outline of Social Psychology.
A booklet (50 pages) published by Whitlock's Book Store,Inc., New Haven, 1924.

(8) The Field of Social Psychology.
Journal of Abnormal Psychology and Social Psychology, Volume 20, #4, 1926.

(9) A Compulsion and Its Motivation.
Journal of Abnormal Psychology and Social Psychology, Volume 22,#1, 1927.

(10) Lectures on The Psychology of Personality. 2nd ec.revised.
A booklet (50 pages) published by The Book Exchange, Chapel Hill,1927.

(11) The Psychology of Personality.
Henry Holt and Company, 1927.

Expenses.

Research assistant	$1000.00
Apparatus	85.00
Services of subjects	315.00
	$1400.00

Reprinted from THE JOURNAL OF COMPARATIVE PSYCHOLOGY
Vol. I, No. 1, February, 1921

THE PSYCHOLOGICAL EFFECTS OF OXYGEN DEPRIVATION[1]

ENGLISH BAGBY

Medical Research Laboratory, United States Army

On October 18, 1917, The War Department authorized the appointment of a Medical Research Board "to investigate all phases of flying which bear direct relation to the mental and physical equipment of the flier." Almost the first problem which came to the attention of the Board was the classification of all army aviators according to their fitness for altitude work. From considerations of convenience and simplicity, it was immediately decided to use a form of the Henderson Rebreathing Apparatus,[2] which supplies the most deleterious feature of increasing altitude, namely, decreasing oxygen tension.

The preliminary investigation of the psychological effects of low oxygen tension in rebreathed air, and the development of a standard test for resistance, was entrusted to Major Knight Dunlap and two assistants, Lieutenant Schachne Isaacs and Lieutenant English Bagby.

I. PRELIMINARY STAGE OF THE INVESTIGATION

The standard psychological test had to be adapted to certain limitations imposed by the military emergency and by the conditions of rebreathing:

1. Since it was considered imperative that all aviators be very promptly classified, it was necessary to limit the time of each complete psychological examination to approximately thirty minutes. This precluded a lengthy period of practice in the test-

[1] Authority to publish granted, March 16, 1920, by Board of Publication, Surgeon General's Office.

[2] A description of the Henderson Rebreathing Apparatus is to be found on page 169, "Air Service Medical."

performance previous to the rebreathing examination. On the other hand an examination-procedure involving significant effects of practice was regarded as impractical, since the improvement incidental to practice might be expected to obscure any possible deterioration due to oxygen depletion.

2. It was thought inadvisable to use graphic registrations of performance. In the first place considerable time is required for record reading and statistical treatment. There is a second, and more serious, objection: while errors may be readily registered, compensatory reactions by which errors are avoided cannot be conveniently recorded.

3. It was necessary that the test-performance be non-fatiguing as low oxygen effects and fatigue effects are liable to confusion.

4. In order to have some constant check on the physical condition of the subject, pulse and blood-pressure readings must be made at two-minute intervals throughout the examination. This eliminates the use of the left hand in the psychological work. In addition, the fact that the subject was required to grip the mouth-piece of the rebreathing machine with his lips and teeth precluded the use of any psychological test involving a verbal response. From this it will be seen that the subject's responses were limited to one hand and his two feet.

In view of the absence of pioneer work on the problem it was necessary to face the possibility of deterioration, or change, in any of the psychological functions. Consequently the tests which were first tried involved practically all varieties of mental activity: Sensitivity, Muscular Control, Emotions, Memory, Attention, and the more complex processes.

It was the custom in the early work to vary the quantity of air to be rebreathed in such a way as to provide sufficient for any desired length of "run" from fifteen to forty minutes. When required for special purposes, oxygen was introduced into the reservoir and the run prolonged indefinitely. The method of introducing oxygen was also used in controls: when a given test performance was found to deteriorate in successive trials, oxygen was supplied without the subject's knowledge and observations were made on the performance as it returned to normal.

In the earliest stage of the investigation, almost every subject was permitted to faint before being removed from the machine. Later, as the symptoms of impending collapse became more familiar, the subject was released while still conscious.

It did not seem practical to make a systematic study of each mental function. Instead, it was determined to use selected tests to discover which functions were most impaired by oxygen deprivation. With this information, an intensive study of these specific functions was to be undertaken.

Description of the preliminary tests

The psychological tests listed below were given at three-minute intervals throughout a number of "runs" and the performance was studied for evidence of deterioration or change. No effort was made towards absolutely accurate determinations since the early tests were used simply with the purpose of obtaining indications for further work. The quantitative results of the test do not constitute the sole source of information. Much data was also secured through incidental observations and the subject's description of his experience.

1. Sensory tests. (a) Vision (lower threshold of visual acuity). The apparatus consisted of the Ives visual acuity test object, as made by Bausch and Lomb Optical Company. It was found that the commercial form of the Ives instrument is not well adapted to research, the scale of adjustment being too coarse. Another objection to the test as given was found in the fact that acceptable settings for all subjects, even under normal air conditions, varied between very wide limits. The use of special statistical methods is of little avail because of the small number of readings which can be gotten during a standard "run."

With this test, as with all others that were used, there was found to be a short period, just previous to the final collapse, during which the performance was unmistakably less efficient than under normal air. This period involves, not simple deterioration in a sensory function, but a partial failure of "voluntary attention," with inability to cooperate fully. Effort is more or

less spasmodic, and a dazed attitude follows any unexpected stimulus. This period, technically known as the *final stage of asphyxiation*, persists for an interval of from fifteen to ninety seconds, occasionally longer.

Coincident with, or immediately following, the beginning of the profound psychological disturbance, a failure of physiological compensation occurs. It is marked by a failing vascular tone. In the close association of the psychological "break" and the failure of physiological compensation, there is some support for the conception of the psychological processes as integrative, i.e., as dependent on the integration of the central nervous system, rather than on the action of specific parts of the system.[3]

(b) Audition (lower threshold of auditory acuity, and threshold of pitch discrimination). To determine the lower threshold of sound intensity, Dunlap's acoumeter was used. This instrument consists of a vertical metal reed (256 d v), the upper end of which may be drawn from the vertical position to any desired position by an electro-magnet. When the current through the magnet is broken the reed is releasd and vibrates. Since the position of the core of the magnet may be varied, any desired amplitude of vibration can be secured by adjustment of a millimeter scale attached to the magnet-core.

No deterioration in the performance on this test was observed before the final stage of asphyxiation, the stage of failure of voluntary attention described above. Also it was found that slight sounds arising from the necessary manipulation of the rebreathing machine, and other incidental noises, were sources of distraction tending to invalidate the results.

An effort was made to use the difference threshold of pitch as an index of deterioration but the results were negative.

(c) Pressure (reaction time to change of pressure). All fliers testify to the importance of sensations of pressure arising from the buttocks and the posterior surfaces of the thighs. These sensations, together with visual cues and afferent processes from the inner ear, are involved in leveling and properly banking a plane.

[3] See Dunlap: An Outline of Psychobiology, 2 ed., p. 122.

For testing purposes a special apparatus was devised by Major Dunlap. It consisted of a large solenoid magnet, to the core of which was attached an upright brass rod surmounted by a horizontal plate. The subject's left thigh was placed upon this plate and the weight forced the core from its resting position in the magnet. A certain amount of upward pressure was thus exerted against the surface of the leg and this pressure could be increased or decreased by changing the intensity of the current flowing through the coil.

The apparatus control was not sufficiently good to permit of the establishment of adequate thresholds.

2. Motor performance tests. The tests selected involved a minimum of discriminatory attention. Deterioration, due to low oxygen tension, affects the speed of movements, and causes tremor, incoordination and over-discharge.

(a) Aiming (steadiness). Dunlap's modification of the Whipple arrangement was used. This consists of graded openings in a metal plate, and a stylus. An attempt was made to find the smallest opening in which the stylus could be held for twenty seconds without contact. Trials were made at intervals during the process of asphyxiation.

It was found that there is a constant, but irregular, decrease in steadiness during the *preliminary stage of asphyxiation.* This stage extends from the time of the appearance of the first effects to the beginning of the *final stage of asphyxiation.* In 272 standard examinations, with the most favorable conditions of observation, the earliest appearance of psychological deterioration was in the seventh minute, or at an oxygen tension of approximately 17.3 per cent (0.73 per cent of the 272 cases).

The aiming test was not available for use in the standard examination because breathing is seriously interfered with by the tendency of the reactor to hold his breath during the trial. This tends to aggravate the effects of low oxygen tension.

(b) Tapping (rapidity of motor discharge). A special form of the tapping test was used. The apparatus consisted of the usual form of stylus, and two mounted brass plates (2 by 2½ inches), separated by a narrow piece of hard rubber. The plates are

touched alternately. The advantage of this arrangement over the usual form rests in the fact that greater motor control is required and tremors are less likely to be registered as taps. Each trial lasted fifteen seconds and the number of taps electrically recorded, was taken as the record of the performance.

The number of taps made during each fifteen-second interval remained fairly constant until the final stage of asphyxiation, at which time marked muscular incoordination appears. During the preliminary stage of asphyxiation there is a significant increase in the energy of the taps. It has been suggested that the rate of tapping is maintained by this increase of energy. However, the energy-increase appears to be a true low-oxygen effect rather than a compensation phenomenon.

(c) Knee-jerk (irritability). A rubber hammer, hanging freely on a pivot, was permitted to fall against the sensitive point of the subject's knee from various heights. In this way the threshold of irritability was established. The results were extremely variable but showed no indication of decreased irritability during asphyxiation.

3. Memory tests. Three forms of memory tests were used with immediate or delayed recall.

(a) Series of from five to nine consonants were orally presented and the subject was required to reproduce them in writing. The material used is shown below.

RKZWT
CXWNFZ
JLXBRVN
NHBDZVCR
VJSRBLTMW
HRKGWMDPTL
ZXWDKTNVSHQ
YPCQDKWZMTBJ

(b) Combinations of color names and numbers were orally presented for reproduction. Selections were made from the following list.

White	63	Ecru	81
Russet	84	Black	52
Gray	47	Green	24
Amber	28	Lilac	73
Violet	96	Orange	35
Red	58	Blue	74
Tan	14	Buff	29
Gold	85	Rose	95
Azure	46	Drab	62
Yellow	69	Purple	79
Scarlet	57	Crimson	13
Straw	25	Slate	68
Brown	18	Pink	37
Lavender	36	Indigo	92

The performance was rated on the number of combinations which could be correctly reproduced.

(c) Memory of position. The apparatus consisted of forty-nine miniature lamps arranged in rows of seven, and mounted on a vertical black board. A scattered group of from three to seven lamps were lighted for three seconds and the subject was instructed to designate on a chart the position of the lamps which had been lighted.

The phenomena of immediate and delayed recall were investigated with these three tests. No deterioration was found under low oxygen tension during the preliminary stage of asphyxiation. However, it was noted that material presented during the final stage of asphyxiation was not properly impressed (perceived). Nothing specific can be said about retention during this stage.

4. Attention tests. Deterioration in attention may take the form of confusion between stimuli, failure to react, diminution of attention-range, or distractibility. The following tests were used:

(a) Serial reaction. The apparatus was a serial reaction board consisting of twenty-four minature lamps, with corresponding switches, in a semi-circular arrangement. The series is started when the operator lights a lamp. The subject reverses the corresponding switch, extinguishing the first lamp and lighting a second, and so on to the end of the series. The wiring is so arranged that the lamps are lighted in irregular order, and the se-

quence is changed after each trial. The time of the series of reactions is taken with a stop-watch.

Low oxygen tension does not seem to affect the speed of the performance until the final stage of axphyxiation is reached. However, as noted in the tapping test, the reaction movements become progressively more energetic during the preliminary stage of asphyxiation.

(b) Addition (Dunlap's material). This test involves the use of sheets containing sixteen lines of digits, each line containing forty-five digits. A single line was presented to the subject with instructions to add the digits from left to right until the sum equalled or exceeded some designated number (12, 13, 14, or 15). After the last number of a group a line is drawn by the subject, and the difference between the total and the designated number is inserted.

No low oxygen effect was observed before the final stage of asphyxiation.

(c) Tactile discrimination. The subject was required to sort cards containing diamond shaped openings. Time was taken for a series of fifty cards.

The results were entirely negative.

Summary

This completes a review of the tests which were used to determine the general character of the psychological effects of oxygen deprivation. The results of this preliminary work may be briefly summarized. The summary includes, not only the observations made on test performances, but such additional data as was secured through self-observations and incidental observations made by the experimenters.

1. Motor performance. The most obvious effect of subjection to a gradually depleted oxygen supply is the production of tremor, muscular incoordination, and over-discharge. These effects become progressively more pronounced as rebreathing proceeds, and is presumably related to a less and less complete integration of the central nervous processes.

2. Attention phenomena. Low oxygen tension tends to bring about a reduction in the ability to carry on a number of discrete tasks simultaneously through rapid shifting of attention. This restriction of the general field of attention operates in such a way as to lower the subject's distractibility. Hence the attention directed to a simple, relatively mechanical, feature of a complex task is superior to the attention given to that feature under normal air conditions. It is probable that the absence of low-oxygen effects in the simple sensory and motor tests, used in the preliminary investigation, is largely accounted for by the progressive decrease of distractibility.

In the final stage of asphyxiation the subject is unable to concentrate on any task in the normal way, and instructions have to be given insistently and in a loud voice.

3. The condition of resting muscles. Some data was secured through observation of the condition of the musculature of the left hand during various stages of the run. The muscular condition, normally firm, was found to become first relaxed, then tense, and finally twitchy.

4. Removal of inhibitions. In the final stage of asphyxiation some subjects give expression to uncontrolled anger. Occasionally an attempt is made to break various parts of the apparatus or the mouth piece is vigorously expelled. In milder forms of the condition an attitude of resentment is taken toward all stimuli which are presented.

On the other hand some subjects become silly, winking and smiling at the apparatus and at the experimenter. Sometimes this is followed by uncontrollable laughter, which necessitates removal from the machine.

Such conduct represents a primitive, or emotional, form of behavior, with a removal of inhibitions. The phenomenon is perhaps related to the factors involved in decreased distractibility, as previously described. The experimental conditions lose their restraining value.

5. Self-observation. Many subjects report that they are able to "pull themselves together" for any brief task but, upon its completion, "want to rest."

This fact was substantiated by direct observations made by the experimenters. In the latter part of the preliminary stage of asphyxiation, after a very normal performance on a short test, the subject may sink back into his chair with eyes closed and quite inert. He is with difficulty aroused for the next task but, when aroused, makes as good a performance as before. This is called the "spurt phenomenon."

Self-observations made during the final stage of asphyxiation are almost uniformly unreliable. When a subject is removed from the machine after repeated efforts to arouse him have failed, he may maintain that his work was efficient to the end. This occurs even when complete unconsciousness has not intervened.

The Standard Classification Test, as adopted by the Medical Research Board, is based on the considerations just listed. It involves a *continuous* performance to avoid the "spurt phenomenon," mentioned in no. 5. The motor performance is of such a sort that *decreased muscular control* is at once detected. It includes three discrete tasks so as to demonstrate *increasing restriction of attention*. The performance is clinically observed rather than graphically registered for the reasons mentioned in the discussion of the limitations imposed by the military emergency.

It is especially important to note that no claim is made that the standard test determines the constitutional resistance to low oxygen tension. The physiological condition of the subject at the time of the test may operate in such a way as to affect the performance profoundly. Loss of sleep, dissipation, and indigestion, are believed to modify constitutional resistance.

II. THE STANDARD PSYCHOLOGICAL TEST FOR RESISTANCE TO OXYGEN DEPLETION

In order to complete this account of the work on low oxygen tension, the following description of the apparatus, technique, and procedure of the standard test, is appended. The description, with minor textual corrections, is taken from the Manual of the Medical Research Laboratory, first edition, pages 170–177, as written by Major Knight Dunlap.

Apparatus for the standard test

The apparatus used for the psychological tests consists of two groups, (A) and (B).

A. This group includes a number of pieces assembled on a specially designed table, adjustable in height and slope, and swinging on a single heavy post mounted on a cast-iron base. This table is designed to furnish a sufficiently rigid mounting and at the same time giving greater convenience than could be afforded by a table with legs. The apparatus mounted on this table forms three separate units:

1. There are fourteen stimulus lamps (2 c. p.) arranged in two rows of seven each, with two similarly arranged rows of contact buttons, each surrounded by a washer. The contact buttons are rounded screw-heads of $\frac{1}{4}$ inch diameter. In addition, there is a check lamp and a red error lamp; and a stylus with a hard rubber handle and metal tip. These parts of the unit are so wired electrically that when a stimulus lamp lights, the corresponding contact button is "alive" and, if touched with the metal tip of the stylus, the check lamp is lighted. If the washer surrounding any of the buttons is touched with the metal tip of the stylus at any time, the error lamp is lighted.

2. Two ammeters mounted on a metal arm above the table top are connected in series with two rheostats, one on the upper side of the table top at the edge near the reactor, the other underneath, at the edge near the psychologist. One ammeter faces the reactor, the other the psychologist. A change in the resistance made by the psychologist at his rheostat, causing a change in the ammeter reading, may be compensated for by a change in the reactor's rheostat, by which the original ammeter reading may be restored.

3. A small electric motor mounted on the upper side of the table top is connected in series with a third rheostat underneath the table. A two-way lever switch mounted underneath the table at the edge next to the psychologist, and a rocking pedal two-way switch on the floor under the table, are connected with the rheostat by a three-wire system, so that a part of the resist-

ance of the rheostat can be cut out (thus increasing the speed of the motor) by either switch and again cut in (thus restoring the lower motor speed) by either switch.

B. The second group of apparatus, on a small table in any convenient part of the room, consists of an automatic distributor which lights the stimulus lamps in selective order and for a constant interval. During the examination a stimulus light appears every fifth second and remains for one and a half seconds.

Method of conducting the test

The rebreathing machine is adjusted by the physiologist to give a "standard run," which will vary in time according to the individual and his method of work, but which will bring a reactor of the highest type to 7 per cent oxygen in twenty-five minutes on the average. For this standard run the quantity of air in the reservoir at the start is 53 liters.

The reactor, being seated in proper position before the apparatus, is given the following instructions to read:

Instructions

Read carefully.

You have three things to do:

1. Lights

When a light flashes, touch with the stylus the top of the corresponding screw-head. Do not touch the washer.

2. Ammeter

Watch the ammeter and by adjusting the rheostat (using the right hand) keep the ammeter at the designated mark.

3. Motor

Keep the motor at low speed by maintaining the proper positions of the pedal. When the motor speeds up reverse the pedal and hold it in its new position until the speed again increases.

Notes

(a) The lights are of first importance, i.e., if a lamp lights when you are reacting (or are about to react) to the ammeter hand, react to the light first and then go back to the rheostat.

(b) When you touch with the stylus the contact-button corresponding to a light, the movement of the hand and arm should be "free" (neither hand nor arm should touch table, rheostat, or board). The hand may at other times rest on the slide of the rheostat.

(c) Do your work with *Accuracy, Neatness, and Promptness.* Do not bang, slam, or jab.

While the reactor is reading the instructions, the psychologist is ready to explain any detail of the apparatus or method in which the reactor may show special interest; and, after the reactor has finished reading, the psychologist further explains the procedure and verbally emphasizes the important points in the instruction.

When the rebreathing machine is ready and the blood-pressure recorder has secured the requisite preliminary readings, the mouth-piece and nose-clip being in place, the external opening of the mouth-piece is closed by the responsible clinician and the test commences. The psychologist and all others concerned in making the test start their stop-watches at this moment.

During the first three minutes of the test the psychologist coaches the reactor if necessary and estimates his comprehension of the task and instructions, his power of attention, and his composure (freedom of excitement or nervousness) entering the words good, fair, or poor, on his record sheet. He also notes the motor tendencies of the reactor as they fall into one or more of the following categories:

Motor tendencies

Tremor	Slow
Tense	Hesitant
Impulsive	Accurate
Steady	Inaccurate
Rapid	Restless

In addition to these general tendencies, it is important that the psychologist take notice of other specific tendencies shown by the reactor, and if definite types of error are shown, he must

watch during the succeeding five or six minutes for improvements. In this way the "M" and "A" determinations (described below) may be accurately noted as deterioration from the normal performance of the reactor, and not as failures with regard to an absolute standard of proficiency. This is important since the rating on these tests is valid only as an index of the effects of asphyxiation on a particular individual and not as an index of efficiency or inefficiency in any other respect. The comprehension, attention, and composure, and the motor entries are, however, worth recording for purposes other than oxygen rating.

Normally the test continues until the point of complete psychological inefficiency is reached, at which point the psychologist sharply notifies the responsible medical attendant in order that the reactor may at once be given air, and so prevented from undergoing complete collapse.

The recognition of "complete inefficiency" is a matter on which the psychologist must carefully train himself. In general it shows itself in a definite way, as described below, but may show in forms which are readily recognized by the trained observer but which are described with difficulty.

In many cases the medical attendant will find it necessary to interrupt the test, because of cardiovascular symptoms, before psychological inefficiency is reached.

At the start of the rebreathing examination it is advisable to allow the reactor to react to the lights alone during the first minute and add successively the changes in the speed of the motor and in the ammeter readings. He should be busy with all three tasks by the middle of the third minute.

In observing, the psychologist needs to attend as constantly as possible to the behavior of the reactor. The labor of recording must therefore be reduced to a minimum. For this purpose and for the purpose of standardizing the method of observation the following symbols have been adopted.

Symbols and their significance

M First significant effects on "voluntary muscular coördination."

♀ "Fumbling;" clumsiness; inaccuracy in touching the contact buttons.

? "Groping," approaching contact buttons with corrective movements.

E "Effort," increase in the force of applying the stylus to contact buttons.

$\exists$ Decreased "Effort."

I Impulsive or uncontroled movements.

(a) On the movement to the buttons.

(b) On the movement from the buttons.

S Slowing of reactive movements.

F Speeding of reactive movements.

^{A} First significant effects on "Attention."

dl "Distraction" from lights, neglects lights.

dl_{V} Neglects lights for ammeter.

/ Reactor delays initiating stylus movement so long that he fails to light check lamp.

// Reactor delays so long that he touches the button after the stimulus lamp has gone out.

/// Reactor starts movement after the light has gone out.

d_{V} "Distraction" from the ammeter dial, fails to note and adjust the position of the pointer.

d_{M} "Distraction" from the motor, neglects to control the speed of the motor.

|cl| Confusion between rows of lamps, but finally touches the right button.

$\underline{\overline{cl}}$ Confusion between columns of lamps, but finally touches the right button.

|wl| Selects button in wrong row.

$\underline{\overline{wl}}$ Selects button in wrong column.

W_{V} Moves ammeter pointer in wrong direction.

W_{M} Shift of pedal without change in motor speed.

(M) Two of the symptoms, ♀, ?, I, and E repeatedly.

(A) Two of the symptoms, dl, d_{V}, d_{M}, ///, cl, wl, and W_{V}.

(C) "Inefficiency." Inability to control any of the three tasks. The reactor sometimes stares at the lights without making an attempt to touch a button, or makes a number of irrelevant touches. Completely disregards the motor and the ammeter. Sometimes severe tremors appear and jerkiness sets in finally.

* Breakdown. The reactor ceases to work and commences to collapse; qualitatively a more serious condition than

× Reactor released from the apparatus.

There are the following additional symbols for special diagnostic purposes:

〰 Tremor of the hand.
ᴧᴧ Jerkiness of the hand.
H Swaying or drooping of the head.
T Tapping buttons more than once.
R Rests hand or fingers in touching button.
K Keeps stylus on button after making touch.

The Bagby-Ross rating scheme

The aviator is rated, or classified, according to the following scheme.

1. Take twenty-five minutes as the standard duration of a run. If © or * appears before the end of twenty-five minutes, debit or credit one (1) point for each minute. Similarly, credit one point for each minute in case © or * appears after twenty-five minutes.

2. Assume, as a standard altitude, 7 per cent of oxygen for ©. Debit or credit one point for each one-tenth of 1 per cent.

3. As in the case of no. 1 above, take twenty-five minutes as the standard time for the appearance of both of the diamonds. Debit or credit one point for each minute.

4. Assume fifteen minutes for the standard time for the appearance of the two arrowheads. Debit or credit one-half point for each minute.

5. Add the debits and credits, and assign to classes as follows:

+ n	0	Class A
0	−12	Class A
−12	−30	Class B
−30	− n	Class C

In case the run is interrupted before © is reached, a computation, based on the above rating scheme, can be made assuming the missing symbols to have occurred at the time of ×.

At first glance the method of classification just described seems to be based on time rather than on oxygen percentage, but this is only apparent. If every reactor were run at the same

rate (a rate of oxygen depletion at which 7 per cent oxygen would be reached in 25 minutes), it would be immaterial whether the oxygen percentages or the times at which the v$_s$, ◇$_s$, and ©$_s$ were reached should be used in the rating, since there would be a fixed correspondence between these. Since the rates of oxygen depletion vary in accordance with the individual rates of oxygen consumption, and since a faster rate enables the reactor to reach a lower percentage, it is necessary to make allowance for the variations in the rate of oxygen consumption.

This can be done by computing in oxygen percentages, and then making a correction for time, or more simply, as in the scheme actually employed, by computing in times, as if the oxygen change followed a line of the same slope in each case, and then correcting for deviation from this slope in terms of the final percentages of oxygen reached.

At the present time the standard rebreathing test has been administered to over seven thousand aviators. Almost a score of psychological observers have had opportunity to verify the effect of oxygen depletion as revealed by the preliminary investigation reported in part I of this report.

OUTLINE OF RESEARCH PROJECT.
BY J.F.DASHIELL

"Analysis of Factors Involved in Maze Learning by Animals."

The maze technique for studying problems of learning, hit upon first some thirty years ago and used with increasing favor, has within the past five or six years been brought to the very front of psychological discussions. Even with my own predilections in these directions, I have been astonished to find how many psychologists have recently adopted the maze as a peculiarly valuable type of experimental device and the white rat as all around the best available subject. The last program of the American Psychological Association included a surprising variety of psychological problems being attacked in this way.

I. History of Previous Work Done on the General Problem.

Several papers (Nos.1,2,3,and 4 in Bibliography appended) were published in 1919 and 1920 on the basis of work done elsewhere than at North Carolina on aspects of the general problem.

The task set a subject by a maze situation involves primarily spatial adjustments and only incidentally temporal ones. To determine some limits of the latter, a study was made at North Carolina, that showed that the white rat is extremely limited in this regard. (Bibliography No.5)

Maze work is done almost exclusively with the floor on a horizontal level. But kinesthetic impulses have been found important in the rat's learning, and the question arose: will such kinesthetic impulses operate sufficiently to teach a rat to choose its pathway in terms of an inclined plane? A positive answer was found by a study made here.(Bibliography, No.7) Amplifications of our work on this point have recently been carried on in another university laboratory.

Dissatisfaction with maze methods of measuring learning, especially when applied to individual differences, led us to try the device of dropping doors behind the advancing animal. (Unpublished results obtained with the collaboration of H.W.Martin are on file in his master's thesis.) This method was announced by me at a meeting of the American Psychological Association, and has been adopted in several laboratories. Another device tried was to make all parts of the maze uniform from entrance to exit; the statistical reliability of the results was increased thereby. (Unpublished results obtained

with the collaboration of W.M.Linker are on file in his master's thesis.)

Earlier studies (Bibliography, No.4) made it apparent that the rat operates with some sort of direction -orientation. Several students have worked on this at my suggestion, J.C.Bagwell adopting refinements of the technique that led to conslusions in which we have confidence. (Unpublished results are on file in his master's thesis. They have also been set forth by me before the American Psychological Association last December.) Mr.Bagwell is continuing certain angles of this research while holding an instructorship at Texas, and we are maintaining correspondence relative thereto.

Of late, the question of the drive or motivation of an animal in the maze has occupied attention generally. A brief report has been published by me describing an experimental method devised here. (Bibliography, No.6)

II. Description of the General Problem as Now Projected.

I am convinced that much work is fairly crying to be done on the analysis of specific elements of the maze situation, somewhat along the lines suggested in the papers listed in Bibliography, Nos.3 and 4. The kind of materials we use here (cf. No.1) lend themselves readily to this purpose. The serious attack on this branch of work would involve repeated experiments that would occupy several months. For the study of any one specific element a new group of about a dozen rats must be provided, given preliminary training, and run in the maze for from one week to one month. And as there are at least twelve or fifteen specific elements already seen to be calling for measurement, I anticipate that the time necessary to reach results worth while will be two years.

Another phaze of maze learning I am anxious to investigate is that as to whether the exploratory type of behavior that appears in a motivated animal upon encountering an obstacle consists primarily in excess, in hyperactivity, or primarily in variation, in "randomness" of the activity. A mere beginning has been made in this direction by the use of the apparatus described in No.6.

A third phase of maze learning I am wanting to investigate is the precise role played by the direction-orientation of the rat we have identified in the work mentioned above as having been done in part by Mr.Bagwell. To what extent will such a tendency assist in the learning of any given maze problem? To what receptive mechanisms is the function to be attributed?

III. Facilities Needed.

Sufficient space is now set aside for animal work in

the new laboratory for the Department of Psychology.

A larger colony of rats will be required than we now have on hand, for psychological investigations call for large numbers of subjects in order to make results reliable. We should have:

A breeding nucleus of 100 additional rats @ $1.25	$125.00
Cages for same (Geo.H.Wahmann manufacture)	175.00

New maze materials should be provided to replace those on hand which have been handled over and over by many students and janitors. These consist of:

Cork composition flooring in different shapes tacked to wood bases and painted black (circum.)	65.00
Galvanized iron squares with needles attached repainted dull black	95.00

The greatest need is that for a research assistant. As set forth in my remarks about my personal situation here, it is out of the question for me to attempt a thorough program of investigation in which I would have to carry on all the details of the procedure. The program will doubtless involve attendance at the laboratory twice a day for seven days a week. What is needed is the time of a research assistant who will not be asked to do any work in connection with teaching or with departmental routine and who will be allowed to take only a restricted amount of class work of his own. I suggest that this need will be most adequately met by offering a research fellowship or research assistantship with a salary of about - per annum - $1500.00. For two years-- $ 3000.00

IV. Bibliography. bearing on this project

A. Publications of work carried out elsewhere.

1. "A Multiple Unit System of Maze Construction." (with R.H.Stetson) — Psych.Bulletin, July, 1919.
2. "A Comparison of Complete versus Alternate Methods of Learning Two Habits." — Psych.Review, March, 1920.
3. "The Need for Analytical Study of the Maze Problem." — Jour.Psychobiology, June, 1920.
4. "Some Transfer Factors in Maze Learning by the White Rat." — Jour.Psychobiology, August, 1920.

bearing on this project
B. Publications of work carried on at University of North Carolina.

5. "Reactions of the White Rat to Multiple Stimuli in Temporal Orders." (with E.W.Atkins)	Jour.Comparative Psych., October, 1921.
6. "A Quantitative Demonstration of Animal Drive."	Jour.Comparative Psych., June, 1925.
7. "Learning by White Rats of an Inclined Plane Maze." (with H.A.Helms)	Jour.Comparative Psych., October, 1925.

(Signed)
J. F. Dashiell

DEPARTMENT OF PSYCHOLOGY
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

Preface Concerning Personal Situation.

Just before coming to North Carolina and while teaching in Oberlin College, I was able to pursue animal maze investigation without being cramped for time. During eighteen months I did not miss a day in the laboratory, Sundays, Fourth-of-July's, Thanksgivings, and Christmases not excepted. This uninterrupted program yielded me substantial results, incorporated in papers referred to in the bibliography under heading A.

Since coming to North Carolina, instead of confining myself to my own interests in research, I have responded to the opportunity for organizing the work in psychology here on a substantial basis; and this has absorbed much of my extra time in executive work and in seeing that other interests beside my own were being provided for adequately. For this I have been paying the penalty of getting done very little investigative work of my own. Work in animal maze learning has had to be formulated into short specific problems such as could be profitably attacked by candidates for the master's degree who might be interested in working under my direction. (See titles listed in Bibliography under B.) But at best a research problem for an A.M. candidate is not typical of research in its pure form: the desire to reach definite findings on something before May 1 militates against that freedom to try out any phase or any by-way of the subject that may from time to time be discovered to be probably important. Personally, I crave an opportunity to "cut loose" and set investigations afoot without having to assure anyone that he will be fairly certain of definite results by a given date. In my present circumstances I simply cannot get this freedom: I cannot find the time necessary for the more routine daily activities that would be involved.

J. F. Dashiell.

P S Y C H O L O G Y

I. ANALYSIS OF FACTORS INVOLVED IN MAZE LEARNING BY ANIMALS. By Professor J. F. Dashiell.

One of the livest fields of contemporary psychology is the study of animal learning by use of the maze, in which the animal is presented the problem of threading its way through complicated pathways to its food. The maze is a fertile device, permitting of the isolation of numerous important causal factors bearing upon learning. The writer has in the past completed and published several pieces of research on the maze method. But these have had to be done in somewhat disjointed and piecemeal manner. The writer is anxious to obtain funds that will insure continuity of a major program in which he and a special research assistant can follow through to logical completion several of the undetermined problems of this field.

These problems are:

The analysis of specific elements (number of turns, positions of blind alleys, etc.).

The analysis of "motivated " activity.

The analysis of direction-orientation.

Period, two years.

Expenses: First year - assistant $1500, materials $360; second year - assistant $1500. Total $3360.

II. RESEARCH IN INFLUENCE OF FATIGUE CONDITIONS UPON THE RAPIDITY OF CHANGES OF SET. By Professor English Bagby.

There is some experimental evidence that workers can perform certain types of simple tasks continuously during the working day without showing deterioration in efficiency due to

fatigue. On the other hand, it is possible, and probable, that there is a progressive decrease in ability to shift from one sort of task to another. If this be true, work requiring a rapid shifting of attention should be assigned during the early hours of the day. It is proposed to investigate this matter.

Period, one year.

Expenses: Assistant $1000, apparatus $85, services of subjects $315. Total $1400.

III. RESEARCH ON FREE ASSOCIATION. By Professor H. W. Crane.

An analytical and statistical study of about 200,000 free associations (data already obtained) of University students to determine whether variations in general intelligence show, by this method, correlated qualitative and quantitative variations in vocabularies.

Period, four years.

Expenses: First year - assistant $1000; the same for second, third, and fourth years. Total $4000.

IV. RESEARCH IN CLINICAL TESTS. By Professor Crane.

A study with a group of tests of memory, recognition, paired associations of objects, and of imagination of the differential behavior of normal adults; adults having different types of psychoses; normal children; and feeble-minded children. The purpose of this study is two-fold: First, the gaining of more information as to some of the basic types of disturbances in the various psychoses; secondly, the development of a diagnostic mechanism for the early and differential determination of variations from the normal. Such determinations would

be of extreme importance in the corrective handling of maladjusting individuals.

Period, four years.

Expenses: First year - assistant $2000; the same for the second, third, and fourth years. Total $8000.

DEPARTMENT OF PSYCHOLOGY
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

March 22,1922.

Dean J.F.Royster,
The Graduate School,
Old South Bldg.

My dear Dean Royster:

Doctor Dashiell informs me that you have requested a statement concerning assistance needed for the carrying on of research work.

During the time Doctor Goudge and I were teaching at The Ohio State University, we started the collection of data on two major and related research probjects:

The first of these projects consisted of the gathering of free associations. The method employed was to give the test individually to each subject. The same test was repeated by the group method at intervals of one week for a period of eight weeks. A final (10th) test was then given individually. There were secured from each subject by this series of tests 1500 reactions. The preliminary tabulation of the data for a single subject takes, depending on the skill of the tabulator and the legibility of the data sheets, from ten to twenty hours. We have satisfactory data from some 100 to 150 subjects.

The Graduate College of this University has aided in the preliminary work of this study to the extent of about $125.00. The Committee on Scientific Research has made two grants of $500. and $80. respectively for the same purpose. Of these latter amounts we have expended about $285.00. The reason the entire amounts have not yet been used is the difficulty of securing competent assistance on the hour basis. We should have sufficient grants to offer full or half time assistantships. At the present time there have been spent 1030 hours on these preliminary tabulations. Stated in terms of subjects, this means that the material for from 60 to 65 subjects is preliminarily tabulated and ready for further study. Before this further study can be satisfactorily undertaken, the work on the remaining subjects must be tabulated in a similar manner.

From the results we hope to be able to show vocabulary size and quality for this particular student group. As we have also in the same group of subjects data on the Terman General Intelligence Tests, we are hoping to be

able to make comparative studies on the relation between degree of general intelligence and variations in vocabularies; and between vocabularies as obtained by the free association method and those obtained by the Terman and Childs' method. The data will, in all probability, yield information on a number of other association and vocabulary problems.

Second problem: We believe that there are a certain group of psychological tests that, if adequate norms could be established, would yield valuable information in the pure field as to the basic types of disturbances in the various psychoses. We believe at the same time that valuable results might be obtained on the practical side. These results would be along the line of furnishing a diagnostic mechanism for determining <u>early</u> variations from the normal and, <u>differentially</u>, in the direction of the various types of psychoses.

We have already secured results on such a series of tests from about the same group of subjects as used in the free association work. The series with which we have worked consists of:

I. Tests for memory span, as measured by the visual method. 55 reactions were obtained with each subject, using white dots on a black background and exposing in a portable tachistoscope.

To test the possible effect of colors 55 reactions were obtained from each subject, using yellow dots on a blue background.

II. Spot Pattern Test. A spot pattern series from simple through complex patterns, extending the original McDougall series was used. The reactions for each subject vary in number, but may run up as high as 300 to 400.

III. A group of tests involving principally memory and imaginal capacities. This group includes:

1. Recognition - memory test. This is carried out with ten paired similar pictures of equal size.

2. Geometrical form test. This consists of drawing of each of a series of geometrical forms from memory after a brief exposure of each form.

3. Memory - association test. This test uses ten small objects. After a brief exposure, the subject is asked to name the objects in order. He is given an opportunity to rearrange the order, and is then asked to pair the objects.

4. Inverted drawing test. The subject has to draw

geometrical figures in three degrees of complexity as they would look if inverted.

While all these tests have been used by other investigators, the methods of giving and of scoring have never been properly standardized. Neither has there been much done toward an interpretation of the results.

With all of these three groups of tests we have, besides the data with normal adults, already secured data with a few cases each of manic depressive, dementia precox, and paretic types of psychoses.

There is an immense amount of work to be done to make these data usable. This work would consist of:

(1) Tabulation and interpretation of the data already secured.
(2) Securing, tabulating, and interpreting data from the following additional groups:

A. Normal children of varying ages.
B. Feebleminded children of varying ages and of varying degrees of defect in general intelligence.
C. Varying types of psychopathic children.
D. Adults in each of the principal types of psychoses.

There should be subgroups in each of these psychoses selected on the basis of the varying degrees of severity and varying periods of duration of the psychoses.

As to the type and amount of assistance needed for the completion of these two projects:

First project: An assistant capable of making accurate tabulations and carrying out statistical work under supervision. The full time of such an assistant for one year would be the minimum time estimate.

Second project: The work in this project must logically be subdivided. A similar type of assistance as that required for the first project will be required for the work in tabulation and the statistical handling of the data.

For the gathering of data in each of the groups listed above under A,B,C,and D, well trained students of psychology with experience in general laboratory methods, in the methods of mental examination, and in the nature of feeblemindedness and the psychoses would be needed. Preferably, one such student should be used for A,B,and C, although that would not be absolutely necessary; and another student for the work in

D. Each one of these particular problems would take at least the full time of one assistant for a full year - four students for one year or one student for four years. Each of these special problems should have additional assistance for the work of tabulating results.

While I think it would be preferable from the standpoint of the work to have a full time assistant upon each problem, yet it is quite possible that it would be difficult to secure this type of assistance, in which case the next best plan seems to me would be to have part time assistance from students. If one knew a sufficient length of time in advance what funds would be available, I believe there would be no difficulty in making such arrangements.

I am enclosing samples of the forms used in the records of our various types of data. We have a supply of these furnished by The Ohio State University.

Any help that may be given us toward the completion of any of these studies will be deeply appreciated.

Sincerely,

Harry W. Crane.

Enclosures:
Form 1433 - Material for free association test.
" 1368 - For attention span.
" 1371 - For spot pattern test.
Material for individual records on spot pattern test.
Form 1367 - For recognition - memory, geometrical forms, etc.

Form 2439

GROUP_____

Record No. MATERIAL FOR FREE ASSOCIATION TEST

Page_____

Name_____ Occupation_____

Location_____

Date_____ Time_____

Record

1	2	3	4	5	6	7	8	9	10

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OCCUPATION	INTERESTS	EDUCATION	SPECIAL TRAINING	TRAVEL	RESIDENCES
Present:					
Past:					

Form 1434

Record No. _____ Page 2

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Form 1434

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Form 1434

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Form 1484

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Form 1494

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Form 1484

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Form 1484

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Form 1434

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Form 1948

FORMS FOR ATTENTION SPAN

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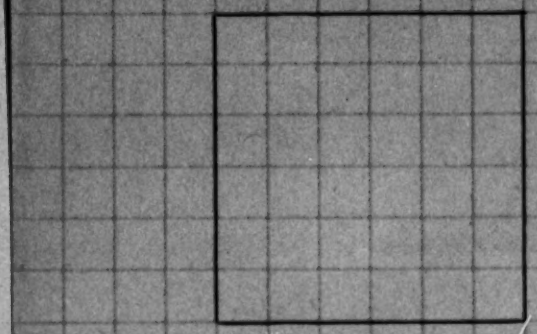
VI

Material for Spot Pattern Test.



Form 1871

FORMS FOR SPOT PATTERN TEST

NAME **Date**

Record No. **Order of Tests:** **Total Time**

Exp.	Time	Erasure	Spot Pattern Time	Exp.	Time	Erasure	Spot Pattern Time
			Notes				Notes

Form 1871

NAME Date

Record No. Order of Tests: Total Time

Exp.	Time	Erasure	Spot Pattern Time	Exp.	Time	Erasure	Spot Pattern Time
			Notes				Notes

Form 1367

ORDER:

NAME | Age | Class | Date

Record No. | Location | Time

Test I — RECOGNITION—MEMORY — Time

First order of showing—time taken by Subject—

Second order of showing—time taken by Subject—

Cards selected:

Notes:

Test II — GEOMETRICAL FORM — Time

Drawing time

1.	4.	7.
2.	5.	8.
3.	6.	9.
		10.

Notes:

Test III — MEMORY—ASSOCIATION — Time

Memory part
Time for recall—
Time for rearranging

Association part
Time for pairing—

Reasons for pairing

1.

2.

3.

4.

5.

Pairs	Recall	Rearrange
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Notes:

Test IV — Inverted Drawing — Time

Time for 1.
2.
3.

Notes:

180
180
15) 360 | 24
30 | 22
60 | 48
48

15) 360 | 24
30 | 22
60 | 48
48

22
24
98
44
538

10.00

15 Rem
6
21
81

A DOCUMENTARY HISTORY OF PUBLIC EDUCATION IN THE SOUTHERN STATES

I. The Need. - Education in the Southern States has rarely ever been properly presented in historical accounts, chiefly for the reason that the sources of their educational history have not been made available for students and writers. But these States are quite rich in source material illustrating the beginnings and growth of public educational theories and practices, especially during the late colonial and ante-bellum period. This material is scattered, however, and is not now accessible. Some of it is constantly being lost or is in other ways getting out of reach. With the exception of small collections for North Carolina between 1790 and 1840 and for Texas little of this material has been collected and preserved. The result is that teachers and students of the social history of these States are now unable to view fully and to present properly the development of public education. The various phases of educational theories, activities, and tendencies in this section of the United States cannot be properly presented nor can its real educational spirit be revealed without the proper collection and publication of these sources. Great pains should be taken to locate, collect, preserve, and render easy of access to students as much of this valuable educational material ascan now be found.

II. The Material.- This material includes anything of educational importance in House and Senate Journals of the various states, legislative documents, reports, and other formal official evidence which in any way portrays actual conditions

of education as it was provided in these States, especially for the period prior to 1876. Since that time reports and records have been more carefully made and preserved, although there is some work to be done on the period between 1876 and 1900. The study would also include school surveys and legislative inquiries of the ante-bellum period. These are very important but are now inaccessible. Educational conventions were held in almost every Southern State before 1860. Especially significant were those in Virginia and Tennessee. The proceedings of these and other propaganda agencies should be collected and published. There is some pamphlet literature and there is some material in the newspapers. Evidence of interest in public support, public control, the training and certification of teachers, materials and methods of teaching, physical equipment, and in any other phases of educational opinion and effort can be presented from these sources.

III. Where the Material Can be Found.- Some of the material is in neglected condition in courthouses and is rapidly disappearing. In old boxes found recently in two North Carolina county courthouses records were recovered which revealed that these counties had public schools of longer annual term in the 1850's than they provided afterwards until the last decade. Some of the material is in the offices of state superintendents of public instruction. Some is in state libraries in the Southern States, and some is in public and law libraries in other sections of the country. Some is in the Library of Congress, some in the New York Public Library, and much in the Library of the University of Wisconsin. The existence of much of this valuable material is generally

unknown except to special students and they do not now have easy access to it. Monroe's Cyclopedia of Education, probably the best of its kind that has yet appeared, deals scantily with the matter, but not so of choice or deliberation, but because so little of the educational material bearing on the Southern States has been preserved and made accessible.

IV. A Beginning Already Made.- During the last decade Professor Edgar W.Knight, of the University of North Carolina, has collected more of this source material than is to be found elsewhere in the entire country. In it are the school and apprenticeship laws of the Southern Colonies and many of the school laws of the Southern States during the first half century of the national period. There are also the proceedings of some educational conventions, copies of proposed public educational plans, public letters and editorials, and messages of governors on the subject of public schools, newspaper advertisements of schools, descriptions of actual school practices, and other illustrative material. Altogether there are several thousand pages of it in typewritten or photostatic form. But the process of collecting this material has been slow and the cost has been too high for an individual research worker of slender resources. That documentary material which has been assembled has not been made accessible for general use. The publication of it and the collection and publication of that which remains uncollected await financial aid.

Out of that which has been collected have already come, however, some useful studies on the subject of education in the Southern States by Professor Knight. Among them are:

Public School Education in North Carolina, published by Houghton-Mifflin Company; Public Education in the South, published by Ginn and Company; and The Academy Movement in the South, The Manual Labor School in the South, Reconstruction and Education in Virginia, Reconstruction and Education in South Carolina, and Some Fallacies Concerning Education in the South, which first appeared in magazine form and later were reprinted privately. In addition four or five master's theses, worthy of publication, have been done from this material as the chief sources, but lack of funds has made publication impossible.

V. Assistance in the Work.- This documentary material should be collected completely. Aid in collecting and in editing it could be expected from Professor K.J.Hoke, of William and Mary College, Professor L.T.Baker of the University of South Carolina, Professor Stuart G.Noble, of Tulane University, Professor Frederick Eby, of the University of Texas, and from two or three capable graduate students at the University of North Carolina. The material should be made accessible in a series of perhaps five volumes:

1. Support
2. Control
3. The training and certification of teachers
4. Materials of instruction
5. Methods and other practices

VI. The Cost.- The cost of collecting, editing, and publishing should not exceed $3,000 per volume.

English-I

March 26, 1928

Professor J F Royster,
The University of North Carolina,
Chapel Hill, North Carolina

Dear Mr. Royster:

I submit herewith data on the research project for which I desire a subsidy:

I. PREVIOUS WORK

In December, 1927, the University of North Carolina Press published my book, America and French Culture, the first of two which I hope to write. The present volume is a survey of the principal contacts between France and America, ~~principally~~ in the years 1750-1848, with the exception of literature and science. After ascertaining the principal factors at work in forming American culture, the book surveys the quantity and quality of French immigration into this country in the period; the extent to which the Americans knew the French language; such points of contact as the vogue of fashions and manners, cooking, the fine arts, the opera, music, and the theater; and American interest in French theology and philosophy over the period. The last two chapters are a brief history of Franco-American diplomatic relations. Supported by a mass of data, the conclusion reached is that until the strong influence of German culture after 1848, French contacts were the most important non-English influence in shaping life in the United States. The book runs to 615 pages and includes a 30-page bibliography. It has been favorably received. The files of reviews available in the publisher's office may be consulted.

II. THE PROJECT

I now desire to carry on this study as announced in the preface to America and French Culture. This means that I desire to study the American interest in French literature and science in the same formative period. The data to be assembled fall into two general chronological periods: (a) the eighteenth century and (b) the nineteenth century. The principal sources of evidence are: booksellers and importers lists; extracts from, and comment on, French literature in the newspapers and magazines; the consultation of diaries, letters, biographies, and autobiographies of important Americans during the period; the study of the work of major American authors, to ascertain their interest in French letters and science; miscellaneous comment in travel books, mss. sources, and the like.

III. DIFFICULTIES

Of the two periods, the eighteenth century offers greater difficulties to me than the nineteenth century, by reason of the greater accessibility of files of early nineteenth century periodicals. For the eighteenth century, however, and for certain magazines and documents throughout the years 1750-1848, it is necessary for me to go where the magazines are. Consultation of the various finding lists which have been published indicate that these earlier magazines are concentrated in such points as the libraries of Harvard, Columbia, the University of Pennsylvania, and the like; the Library of the American Antiquarian Society, the Newberry Library (Chicago), and the libraries of the various state historical societies; and such larger libraries as those in Boston, New York, Philadelphia, and the Library of Congress. (See the finding lists by Brigham (Publications of the American Antiquarian Society), the check lists published by P.L.Ford, and that of the Congressional Library; the Union Library List, etc.) On the basis of what I have been able to do, I estimate that this will require a year of uninterrupted labor, and the expenditure of a minimum of $5,000, since I must support my family, travel, and live.

It is difficult to estimate the exact quantity of material and the amount of time required because of the backward state of American bibliography in the periodical field and because I have never been able to work for an extended length of time at the eighteenth century periodicals. I have, however, just returned from a trip to Charleston, where I was able to put in four full working days: in this interval I went systematically through the files of the South-Carolina Gazette from 1732 to 1747 - a total of about 762 numbers. The print is bad, and one's eyesight must be conserved. Inasmuch as the bound volumes of eighteenth century periodicals to be consulted,number somewhere up in the hundreds, some idea of the difficulty of the task is, however, gained. It is of course impractical to have photostats made of such a large number of periodicals; and it is more satisfactory to do the work one's self, though it is possible that some parts of the material could be read for me. This, however, will increase, rather than diminish, the expense.

Such, then, is my project. Completing the eighteenth century, I should then want to go on with the nineteenth century to 1848. The result of my study would be a volume about the size and form of America and French Culture, to be entitled America and French Thought.

IV. SIGNIFICANCE OF THE PROJECT

The chief significance of my studies as I see it is this: in a world wherein international relationships are growing more important, any light that can be thrown upon the sources of international friction is a gain for civilization. I am convinced that America and French Culture illumines the America misunderstanding of Latin civilization. I am not aware of any other volume in print which

analyzes such a problem as these two books, taken together, would do. Admirable studies in Franco-American relations have appeared, but they have been piecemeal, though helpful. They have too often been confined to the diplomatic sphere (like Miss White's American Opinion of France) or to a special period (like Professor Fay's The Revolutionary Spirit in The United States and France). I am convinced, from writing my first book, that a total picture of the impact of two cultures can be given. Such a study has its importance in the field of history, of sociology, and of comparative literature.

I should of course not confine myself exclusively to the magazine-periodical type of material, though this is the most important index of American thought in many ways. The other publications and ~~magazine~~ manuscript material mentioned on the first page must also be consulted. Given the means and opportunity, however, I believe that I can accomplish the major part of the task I have outlined.

Yours very truly

Howard M. Jones

Howard M. Jones
Professor of English

English - II

ENGLISH LEARNING OF THE RENAISSANCE

A Project for Editing and Republishing Important Works of English Learning of the Renaissance.

I. The Situation. Re-publication of Elizabethan books has so far been confined largely to literary works. The commonly used books of information and learning remain unpublished and, to most American scholars, inaccessible. Among the inaccessible works are manuals of philosophy in all its branches, works on science (both technical and popular) and psuedo-science, the most of the widely current text-books used in schools and colleges, and the commonly used encyclopaedias of the age. These books of familiar reference are of the utmost importance to the best current study of literature and history, and some effort should be made to render accessible, in correct texts properly edited, at least the more important of these works.

There has been a shift of interest in English scholarship from the study of the aesthetics of literature to the study of the backgrounds of literature, i.e., from literary forms and effects to thought and content. This has been due in large measure to an acceptance of a historical point of view, according to which it is recognized that scholars must, in order to comprehend and appreciate the literature of past ages, find out first exactly what authors said and what they meant when they said it. This shift of emphasis puts the stress upon the development and employment of the historical imagination. The movement is widespread in its scope, and no demonstration of this is needed other than an intelligent observation of the trend of recent scholarship.

II. The Plan. It is proposed that the editing and publication of a series of these works be undertaken, comparable in its size and scope with Palaestra or Bang's Materialen zur Kunde des neueren Dramas. Whether or not such a series might include monographs and special studies as well as texts may be determined later. The texts are the most pressing need. There are in this country a considerable number of scholars of various ages and degrees of advancement whose interests and training would fit them to do distinguished work in this direction,

and whose eagerness to see this work done would secure their cooperation.

Editors should be secured from this group of scholars. A number of the most important of them have already said that they would edit a particular work or group of works for such a series.

At least a dozen numbers of the series should be planned, and a prospectus containing purposes, names, and titles, should be made and circulated. This prospectus should be accompanied by letters asking for subscriptions, and an effort should be made to secure publicity in the form of notices in learned journals in America and Europe. It would probably not be possible to secure any money from subscribers until the volumes were ready for delivery, but pledges might form an indication of the future of the series.

The volumes of the series should at first if possible appear at the rate of at least two a year, and arrangements should be made by which the series might be ready to begin in about twelve months from the time it is first projected.

It might be advisable for Professor Royster and Professor Craig to prepare the first volumes and work out by their means the format, editorial method, and many other minor matters.

The issue should be large enough to provide a residuary supply of copies for later sales.

III. Financial Aspects. The series ought eventually to become self-supporting. It is obvious, however, that it would require a certain fund to launch it and to keep it going in the earlier years. What funds would be required would depend on so many factors that one can, until the plan of the series is worked out in detail, do nothing more that estimate the probable costs.

Fifteen hundred dollars ($1500) apiece would perhaps pay for the publication of the first two numbers if the editors-in-chief should do the greater part of the mechanical work themselves. Assistance in this respect would, however, be of great benefit, and probably could be provided at a cost of $1000 a year.

In order to facilitate and expedite the work of editors it would be necessary to secure the reproduction of inaccessible texts by photastats. The sum required for this purpose would probably not be great. The reproduction of even the longest book in the series would cost not more than two hundred dollars ($200), and many of them could be photostated for very much less. There would also be required for the years after the first a diminishing annual subsidy to keep the series going. One guesses that the outlay might be as much as two thousand dollars ($2000), for the third year of the venture. A subsidy of $11,500.00 over a period of five years would very likely carry the project very well, would assure the publication of perhaps twelve or fifteen volumes in this period, and put the undertaking on a self-continuing basis. The funds asked for would likely be distributed over this period as follows: 1st year, $4,500.00; 2d. year, $3,000.00; 3d. year, $2,000.00; 4th. year, $1,500.00; 5th. year, $1,500.00.

IV. Suggestions for the Series. The following list is by no means all inclusive, nor is it absolutely certain that none of the works has been re-issued. The titles are often abbreviated and usually modernized in spelling. Frequently only the first date is given.

WORKS ON PSYCHOLOGY. Particular attention is called to Timothy Bright, A Treatise of Melancholy (1586), which seems to have been the first special medical work in Europe to exploit the nature of melancholy. This movement culminated in Burton's Anatomy of Melancholy (1621). Notice should be drawn also to John Huarte's Examen de Ingenios (entered in the Stationers' Register in 1591), the first and most important work of the age in applied psychology; also to La Primaudaye's The French Academy (published in French in 1577), an influential work on the moral aspect of the psychology of the passions.

Bright:	A Treatise of Melancholy. 1586.
Charron:	Of Wisdom, trans. Samson Lennard. 1606.(Later eds.)
Coeffeteau:	Table of Human Passions, trans. Grimeston. 1621.
Gratarolus:	Castle of Memory, trans. W. Fulwood. 1562. (Later eds.)
Huarte:	Examen de Ingenios, trans. from Italian of Camilli by R.C. 1594.

La Primaudaye: The French Academy, trans. Bowes, 1586. (Many later eds.)
Mornay: True Knowledge of a Man's own Self, trans. Munday. 1602.
Nemesius: The Nature of Man, trans. Wither. 1636.
Purchas: Microcosmus. 1619.
Walkington: Optic Glass of Humours. 1631? (Later eds.)
Wright: The Passions of the Mind. 1601. (Many later eds.)

WORKS ON POLITICS. Attention is called to Sir Thomas Smith's De Republica Anglorum (1583) -- a very popular work in its day -- and to Jean Bodin's The Six Books of a Commonweal (1603), which probably express more fully and more philosophically the Tudor theory of the state than is done elsewhere in the whole range of English prose.

Bodin: The Six Books of a Commonweal, trans. Knolles. 1603.
Ceriol: Counsels of a Prince, trans. Blundeville. 1570.
Elyot: The Image of Goverance. 1541. (later eds.)
" The Doctrinal of Princes. 1534.
Hurault: Politick, Moral, and Martial Discourses, trans. Golding. 1595.
Morison: An Exhortation to stir all English Men. 1539.
" Invective against Treason. 1539.
Nannini: Civil Considerations, trans. from French of Chappuys by W.T. 1601.
Parsons: Conference about the next Succession to the Crown. 1594.
Poynet: Short Treatise of Politique Power. 1556.
Romei: The Courtiers Academie, trans. J.K. 1598.
Smith: De Republica Anglorum. 1583. (Later eds.)
Vestegen: The Restitution of Decayed Intelligence. 1605.
Willymat: A Loyal Subjects Look-Glass. 1604?

WORKS ON LOGIC. It may be noted that there has been no republication of any work on Aristotelian logic, such as Wilson's Rule of Reason (1551), or Blundeville's The Art of Logic, or of Ramist Logic.

Blundeville: The Art of Logic. 1599.
Fenner: The Arts of Logic and Rhetoric. 1584.
Fraunce: Lawyers Logic. 1588.
Ramus: Logic, trans. Roll. 1574. (Later eds.)
Wilson: The Rule of Reason. 1551. (Many later eds.)

WORKS ON ETHICS. No proper example of the ancient aphoristic ethics (which was in use until late in the 17th Century), and very few of the widely current Aristotelian ethics have been reprinted.

Aristotle: Ethics, trans. Wilkinson. 1547.
Baldwin: Treatise of Moral Philosophy. 1547. (Later eds.)
Barckley: Discourse of the Felicity of Man. 1598. (Later eds.)
Boethius: Consolation of Philosophy, trans. Colvile. 1556.
: Book of Wisdom, trans. Larke. 1532. (Later eds.)

Cardano:	Cardanus Comfort, trans. Bedingfield. 1573.
Cato:	Dictes of Cato, trans. Bullcker. 1585. (Many books of the type.)
Coignet:	Politique Discourses of Truth and Lying, trans. Hoby. 1586.
:	Court of Good Counsel. 1607.
Elyot:	A Preservative against Death. 1553.
"	The Banket of Sapience. 1539.
"	The Defense of Good Women. 1545.
Erasmus:	Proverbs or Adages, trans. Taverner. 1539.
Fulwood:	The Enemy of Idleness. 1568. (Later eds.)
Giraldi, et al.:	A Discourse of Civil Life by L. Briskett. 1606.
Leighton:	Virtue Triumphant. 1603.
Mornay:	The Defense of Death, trans. Aggas. 1576. (Other versions)
"	Six Excellent Treatises of Life and Death, trans. Countess of Pembroke. 1607.
Plutarch:	Three Moral Treatises, trans. Blundeville. 1580.
Patrizi:	Moral Method of Civil Policy, trans. Robinson. 1576.
:	Politeuphima. (For schools. Many eds.)
Sansovino:	The Quintessence of Wit, trans. Hitchcock. 1590.
Taverner:	The Garden of Wisdom. 1539. (Later eds.)

ENCYCLOPOEDIC AND GENERAL WORKS. This list includes the important general work of reference, Batman upon Bartholeme. The republication of this work is most desirable. It is, however, long, and special consideration will be required. Note also Elyot, Castle of Health (1539), the most popular general compendium of health in the Sixteenth Century, which went through a large number of editions.

Bartholomaeus:	Batman upon Bartholeme. 1582.
Bateman:	The Doom warning all Men to the Judgment. 1581.
Boaisteau:	Theatrum Mundi, trans. Alday. 1566? (Later eds.)
Elyot:	The Castle of Health. 1539. (Numerous later eds.)
La Primaudaye:	The French Academy. 1586. (Later eds.)
Munday:	A Brief Chronicle of the Success of Times. 1611.
Parsons:	Varieties. 1635.
:	Survey of the World, trans. Twyne. 1572.
:	Wonderful Workmanship of the World, trans. Twyne. 1578.

WORKS OF MANNERS. -- NOBILITY, EDUCATION OF A PRINCE, COURT. It is meant to include here mainly the books in which special stress is laid upon manners and behavior as in Giovanni Della Casa's Galateo, rather than those of a strongly political or civil bearing, which are included under Ethics or Politics.

Casa:	Galateo, a Treatise of Manners, trans. Peterson. 1576.
:	Courtly Controversy between Love and Learning, trans. Munday. 1581.
:	Court of Civil Courtesy, trans. S.R. 1591.
Humphrey:	The Nobles, or Of Nobility. 1563.
Nenna:	Nennio, or a Treatise of Nobility. 1595. (Later ed.)
Philibert:	The Philospher of the Court, trans. North. 1575.
Romei:	The Courtiers Academy, trans. Kepers. 1598.

Sturmius: A Rich Storehouse or Treasury, Nobilitas Literata, trans. Browne. 1570.
Twyne: The Schoolmaster or Teacher of Table Philosophy. 1576.

WORKS ON PROGNOSTICATION. --ASTROLOGY, PORTENTS, ETC. Some of the works included in the following list (which is by no means complete) are seriously-meant scientific treatises.

: A Brief Treatise (Astrology), trans. Waley. 1573.
: A Bright Burning Beacon (Astronomy), trans. Fleming. 1580.
Bateman: A Doom warning all Men to the Judgment. 1581.
Bateman: The Golden Book of the Leaden Gods. 1577.
Blundeville: The Theoric of the Seven Planets. 1602.
Fulke: Anti-Prognosticon. 1560. (Original Latin, 1560)
Fulke: A goodly Gallery. 1563. (Later eds.)
Record: The Castle of Knowledge. 1556. (Later ed.)

LETTERS AND LETTER-WRITING. The quantity of work in this field is considerable, although the actual number of works is not great. No work has been done in the field.

Day: The English Secretary. 1586. (Later eds.)
Fenton: Golden Epistles. 1575. (Later eds.)
Fleming: A Panoply of Epistles. 1576.
Guevara: Familiar Epistles, trans. Hellows. 1574. (Later eds.)

SCHOOL-BOOKS AND SCHOOLMASTERS. A good deal of work in this field has been done by Mr. Foster Watson, but mainly in the form of summaries. The class of works is important and must have exercised great influence through the schools on the institutions as well as the thought of the time. A number of the works listed have never been looked into by scholars.

Botero: The Travelers Breviat. 1601. (Later eds.)
Collection of Prefaces to dictionaries and other school-books.
Coote: The English Schoolmaster. 1596. (Later eds.)
Florio: Florio his First Fruits. 1578. Second Fruits. 1591.
Hollyband (Desainliens: The French Schoolmaster. 1573. (Later eds.)
Hollyband: The Italian Schoolmaster. 1597.
Lily and Colet: A Short Introduction of Grammar. 1549. (Many other eds.)
Sherry: A Treatise of the Figures of Grammar and Rhetoric. 1555.
Stockwood: A Plain and Easy Laying open of Construction in the English Accidence. 1590.
Twyne: The Schoolmaster, or Teacher of Table Philosophy. 1576.

MISCELLANEOUS WORKS. --LOVE, MEDICINE, SOCIETY, AND THE ART OF WAR. This list is capable of almost indefinite expansion. Books on almost every phase of life remain

unprinted, from the playing of chess to the economic conditions of england and France.

Alain?: Delectable Demands. 1596.
Alberti: Hecatonphila, the Art of Love. 1598.
Guido: The Questionary of Chirurgeons, trans. Copeland. 1542. (Later eds.)
Machiavelli: The Art of War, trans. Whitehorne. 1560-2. (Other eds.)
[illegible]: Monophila, trans. Fenton. 1572.
Morison: Strategems, Sleights, and Policies of War. 1539.
Patricio and Tridentino?: Order and Method of History, trans. Blundeville. 1574.
Peacham: The Garden of Eloquence. 1577. (Later ed.)
Segar: The Book of Honor and Arms. 1590.
Segar: Honor, Military and Civil. 1602.
Thelin?: Archioploutos, trans. Munday. 1592.
Turner: A New Book of Spiritual Physic. 1555; also other works by Turner and others on religious controversy.
Vicary: The Englishmans Treasure (Anatomy). 1585? (Other eds.)
Vives: Instruction of a Christian Woman, trans. Hyde. 1529?

V. History of the Project. Reprinting of the most important books so far unpublished which illustrate the intellectual, social, and scientific background of the English Renaissance has grown as the joint proposal of Professor Hardin Craig of the University of Iowa and Professor James F. Royster of the University of North Carolina. The material herein proposed for publication was jointly examined by them in the British Museum in 1927. In the same year the project was presented by them to the Renaissance Section of the Modern Language Association of America at Cambridge, Massachusetts, and that group voted to encourage the undertaking.

At that time it seemed probable that Professor Craig would join the faculty of the University of North Carolina. But due to the fact that his own institution made an especial financial appeal to him which the University of North Carolina could not better, Professor Craig remained at the University of Iowa. He has recently accepted a professorship at Leland Stanford University. Professor Craig has all along been more than willing that the project may be a joint undertaking of two institutions, and throughout the discussions he has insisted that the project would be advantageously launched if it should come from the University of North Carolina on account of the reputation for scholarly production in the field

unprinted, from the playing of chess to the economic conditions of england and France.

Alain?:	Delectable Demands. 1596.
Alberti:	Hecatonphila, the Art of Love. 1598.
Guido:	The Questionary of Chirurgeons, trans. Copeland. 1542. (Later eds.)
Machiavelli:	The Art of War, trans. Whitehorne. 1560-2. (Other eds.)
[illegible]:	Monophila, trans. Fenton. 1572.
Morison:	Strategems, Sleights, and Policies of War. 1539.
Patricio and Tridentino?:	Order and Method of History, trans. Blundeville. 1574.
Peacham:	The Garden of Eloquence. 1577. (Later ed.)
Segar:	The Book of Honor and Arms. 1590.
Segar:	Honor, Military and Civil. 1602.
Thelin?:	Archioploutos, trans. Munday. 1592.
Turner:	A New Book of Spiritual Physic. 1555; also other works by Turner and others on religious controversy.
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of the English Renaissance which the English department of this University has established both by the published work of members of the department and on account of the location here of Studies in Philology, the most outstanding scholarly journal for Elizabethan literature now published. Studies in Philology has rendered especially valuable service in this field by its publication since 1919 of an Annual Bibliography (April issue) of Elizabethan literature, which has been prepared since 1926 by Professor Craig. In the opinion of Professor Craig and Professor Royster, it would be especially advantageous if the projected series of reprints could be issued as a Studies in Philology monograph series or in some connection with the journal, so that advantage might be taken of the established interest of Studies in this field of learning and of the editorial experience of the editor of Studies in Philology for the general direction of the mechanical make-up of the reprints.

VI. In addition to the general editors, (Professors Craig and Royster), a number of Medieval and Renaissance scholars from other universities, as was stated above, have volunteered their services for editing volumes in the projected series. The members of the English staff of the University of North Carolina primarily interested in the Renaissance field and who would assist in the publication of the series are:

Dr. G. C. Taylor, Professor of English
Dr. W. F. Thrall, Professor of English
Dr. A. C. Howell, Assistant Professor of English
Dr. L. B. Wright, Assistant Professor of English (on leave 1928-1929 as a Guggenheim Fellow).

The project would furnish the opportunity ~~for~~ of training in worth-while research ~~for~~ a number of graduate students.

James F. Royster.

Chapel Hill, N.C.,
March 24, 1928.

Dr. J. F. Royster,
Dean of the Graduate School,
University of North Carolina.

Dear Sir:

In accordance with your advice I submit, for the information of the committee in charge, the following enlargement of my former presentation of my projected research work concerning the four extant MSS. of the Old Saxon epic, the "Heliand", to be found in London, Munich, Prague and Rome.

I. My previous studies and publications.

Since the year 1914 I have worked on the complicated problems of the "Heliand", beginning with my dissertation on "Die Heimat der Adressaten des Heliand", finished in May, 1915, but published, on account of the World War, seven years later in the "Journal of English and Germanic Philology" (April and July, 1922).

When Professor Otto Basler's (University of Freiburg) "Altsächsisch" appeared, Professor Goebel asked me to write an extended critical review for his journal, referring in most favorable terms to the character of my previous contribution.

This review is found in the "Journal", July, 1924, pp. 444 - 450.——

When Professor Eduard H. Sehrt's (Washington University) "Vollständiges Wörterbuch zum Heliand und zur altsächsischen Genesis" was published by the Johns Hopkins Press, Professor Goebel again asked me for a critical review, basing his request on the conviction that "kein anderer hierzulande dazu besser geeignet sei".

This critical review of 17 pages was accepted by Professor Goebel's successor and printed in 1926 in the October issue of the "Journal".——

Besides these three contributions to the "Journal of English and Germanic Philology" I worked out two contributions to our own "Studies in Philology", giving some of the results of my historical investigations into the two main problems connected with the "Heliand", namely, the personality of the author and the birthplace of the epic. Professor E. Greenlaw accepted for the July issue, 1924, (cf. vol. XXIV pp. 502 - 539) the essay on

"The Heliand - A New Approach", while Professor J. F. Royster accepted the other paper on "The Home of the Heliand - A Non-linguistic Approach" (cf. vol. XXIV, October, 1927, pp. 567 - 591).

I submitted two papers to meetings of the Modern Language Association, in the years 1922 and 1926 respectively.

In the year 1925 I spent the summer vacation in Germany, visiting the most favored "homes" of the "Heliand", the monasteries at Werden on the Ruhr and Corvey on the Weser, as well as the cloister at Fulda (Hesse), where the source of the "Heliand", the Gospel Harmony of Tatian, was translated from the Latin into Old High German about 830. I also worked in the libraries of the Universit of Bonn and Münster, discussing the problems with the archivars there and studying the MSS. of the ninth and tenth centuries. I gratefully acknowledge the financial help of our University, which allowed me the amount of two hundred dollars, for the defraying of one half of my expenses.

II. Responses to my publications by other Germanists. Here I mention only those which I myself found in books of our own library, where I have noticed the following references:

1. In Otto Basler's "Altsächsisch" the author refers to my contributions on pp. 88, note 1, 112, note 2, 118, note 2, 169, note 1.
2. In the latest treatise on the "Heliand", "Der dichter des Heliand im verhältnis zu seinen quellen" (cf. ZfdA LXIV, 1 and 2, May, 1927), by C. A. Weber (Germany), the author refers to my first article in the "Studies" again and again, taking frequent issue with my statements, pro and con (cf. p 2, 26 - 29; p 9, 18 - 22; p 24, 9 - 16; p 35, 28 - 30; p 41, 27 - 33).
3. In the "Publications of the Modern Language Association" Professor Shumway referred regularly to my treatises on the "Heliand"
I am awaiting with some curiosity the response by the German linguists to my second contribution (October, 1927), "The Home of the Heliand - A Non-linguistic Approach".
4. I may add that in "The Heliand Manuscript, Cotton Caligula A. VII in the British Museum", by R. Priebsch, Professor in the University of London (Oxford 1925), the author refers to my dissertation on page 49, note 1. His short but highly valuable contribution to the Heliand problems has pointed out how these problems should be approached, name-

ly, on the basis of the minutest study of the MSS., and has also made the necessity more obvious of going much farther in the same direction.

III. The work to be done.

a. The MSS. to be investigated and copied have been mentioned in my first application. I may add here a few more points of controversy which should and could be settled by a comparative study, with all modern technical helps, of the MSS.
The foremost Germanists are divided in their preferences for respectively "M" and "C". Behaghel and Sievers declare "M" the best and most reliable MS. and make it the basis of their studies, while Kögel maintains that "C" has the better order of words, the more correct meter, etc. Furthermore, the questions which of the four MSS. stands nearest to the original and which of them, if any, go back to a common source are still unanswered or very differently answered. The essay of R. Priebsch on the "Cottonianus" mentioned under II, is an example of what could and should be done for the other MSS. in an even more extensive and intensive manner, laying stress on the study of not only the variations in the writing of the same words, but also on the differences in form and shape of the letters which compose them, which differences should help to ascertain the places where and the times when the four MSS. were copied from their "Vorlagen".

b. The above indicates the kind of work which I feel should be done in the four libraries where the four MSS. are kept. All the mechanical helps invented and tested in recent times should be employed, including powerful microscopes.

As far as can be said in advance, the itinerary should be:

1. Munich, two (or three) months for the study of the "Monacensis", found in 1794 in Bamberg, containing about 5000 verses, that is to say, five-sixths of the Heliand. Here would be the best place to learn the details of the history of the MSS. and to investigate for comparison other MSS. of the ninth and tenth centuries.
2. Prague, one-half a month, for the study of the shortest fragment, "P", found in 1881.
3. Rome, one month, for the study of the "Vaticanus", found as late as 1894, containing, besides 78 verses of the Heliand, an important fragment of the Old Saxon "Genesis".
4. Munich again, one month, (at least) for collateration of the three MSS.
5. Berlin, two (to three) months, for general study about Old German manuscripts and for discussions with Germanists, archivars and librarians.

6. One to two months for the libraries and archives at Kiel, Hanover, Marburg, Bonn and Heidelberg.
7. London, one to two months for the "Cottonianus", containing about 8000 verses of the Heliand.

I feel competent, on the basis of my training and work, as a linguist and a Germanist, to accomplish this task, to which I would apply with genuine enthusiasm what I possess of capability and energy.

As to the desirability and possibility of books like that which is the ultimate goal of my projected research work, I may refer to the publication, just announced, of the following German book: "Die Weingartner Liederhandschrift in Nachbildungen" mit Begleitwort von Karl Loeffler, Stuttgart, Omnitypie-Gesellschaft, 1927, 313 faksimile Seiten, XVI S, gr. 8°, Preis 68.00 R.M. Genaue Nachbildung des Originals" (exact facsimile of the original).
Note the additional information: The original contains over 8000 verses from 25 'Minnesänger', written about the year 1300 by several hands on 312 octavo pages of 28 lines each.

IV. Necessity of early and extended preparation.

I have submitted these plans for 1929 - 30 so far in advance for two reasons:

1. As I am scheduled to go to Europe this summer as director of our Central European Tour and have on my itinery two of the places, Prague and Munich, where I should have to work later in University libraries on MSS., a most desirable opportunity is presented to me to prepare during this summer the way for my Heliand research work at these Universities by conferring with the authorities there. But, in order to do that, I should have, at the time of my leaving for Europe, a reasonable certainty of our University's approval of my plans.
2. Since such priceless documents as the four MSS. of the Heliand of the ninth and tenth century are safeguarded with the utmost care and as the handling and especially the copying of such MSS. are permitted only to properly certified scholars, it will be necessary to obtain from our own authorities sufficient testimonials to be presented to the representatives -in Washington- of the countries in question (England, Germany and Czechoslovakia) and -for the library of the Vatican - to the representative of the Pope. To set this whole machinery in motion and to secure the necessary endorsements from all the officials concerned will take considerable time.

I hope that the material presented here will be sufficient to serve as a basis for a decision by the committee; but should further details or additional information seem desirable, I shall be glad to furnish them.

I acknowledge the debt of gratitude I owe to you as well as to Professor Toy, the Head of the German Department, for your continued encouragement, valuable advice and willingness to assist me in any way.

Respectfully submitted,

E. E. Metzenthin

Financing the project.

As to the question of expenses I cannot make a definite statement, because all depends on the scope of the work expected from me. But may I be permitted to submit the following calculations:

1. If my sabbatical year would be used, with the granting of full salary, my personal expenses would be covered, but some three hundred to five hundred dollars would be necessary for extra traveling (Prague and Rome), living in different foreign countries (England, Czechoslovakia, Italy, Germany) and for technical help (reproducing the manuscripts, etc.).

2. In case of my receiving only half of my salary for this sabbatical year, an additional amount of about two thousand dollars would be needed. Could this amount be obtained from the Kenan Foundation? Either for 6 months or longer? On 6 months in addition to the Summer vacation the most necessary research work could be completed.

March 24, 1928

E. C. Metzenthin

One problem in which my interest has been growing of late and on which I hope to do definite work in Europe is that concerning the question: Were the MSS. "M" and "C" each written by one hand, as was heretofore accepted almost unanimously by the Germanists, or may it be possible that several copyists, using different methods of spelling and handwriting, followed one another in their work? My doubts whether the theory of the "one writer" is as well founded as the dogmatic assertions to be met in all treatises on the "Heliand" would have the students believe, have been increasing with my growing knowledge of the innumerable variations in the spelling of "M" and "C". I have been especially influenced by the history of the investigation into the Old High German MS. of Tatian's "Diatessaron". There Eduard Sievers exploded the traditional view of a single writer, claiming seven writers and two correctors for the work. (cf. his II. edition of the Tatian, Paderborn, 1882, p. XII) Now one hears of even thirty, or more, different 'hands'.

I have hesitated to put the above in the official presentation of my "Heliand" project, because I disliked to create the impression of being over-anbitious and too daring with fanciful theories and proposals. But I firmly believe that this important question of a single or multiple authorship of "M" and "C" respectively cannot be answered except by the minutest study of these two MSS. in Munich and London.

E. C. Metzenthin

Dr. J. F. Royster, Dean of the Graduate School

Chapel Hill, March 27, 1928.

History - I

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF HISTORY AND GOVERNMENT

MEMORANDUM OF RESEARCH

in Hispanic-American History

Professor: W. W. Pierson, Jr.

Doctoral Candidates: W. P. Brandon and D. C. Corbitt.

Research Projects of Professor Pierson now under way:

1. Institutional History of the Spanish Colonial Intendencia. One monograph, "The Establishment and Early Functioning of the Cuban Intendencia" has already been published in the Sprunt Historical Studies, vol. 19, No. 2. Four other monographs are projected, namely (a) The Intendencia of New Spain; (b) The Intendencia of the Viceroyalty of La Plata; (c) The Peruvian and Chilean Intendencias; and (d) The Intendencias of New Granada. Most of the documentary materials, covering the first three of these monographs, has already been accumulated; but additional research and the copying of other documents are necessary for the fourth. A residence of three months at Sevilla, Spain, for study in the Archivo de Indias would be advantageous for the completion of this project.

2. Editing of the Papers of Governor Montiano of Florida. This is a work of research, translation, and editing undertaken for the Florida State Historical Society and, when completed, will appear in two volumes.

3. The Political System of Venezuela, a study, which will result in a volume, undertaken by commission of the Carnegie Institution.

4. The Carrera-O'Higgins Dispute Reconsidered. This is a

study in Chilean history, for which Professor Pierson made investigation in the archives and secondary materials deposited in the National Library of Chile. It is expected that this project will result in a long monograph.

5. The translation, editing, and enlargement of Carlos Wiesse's Historia del Peru, a work which will be one unit of the proposed Inter-American Historical Series.

Research of Students:

a. Mr. Brandon:
   1. The Neutrality of the United States during the Spanish-American Wars of Independence.
   2. General Elijah Clarke, a Study in Frontier Conflict.

b. Mr. Corbitt:
   Spanish Administration in Cuba, 1810-1898.

Assistant: $2500.00
Miss copying: 500
Travel, Rep. 753

The Department has made some progress in the field of Hispanic-American History. A considerable part of the time of one professor is devoted to courses in this important subject, and progress has been made in the acquisition of a library collection comparable in size and quality to those of leading institutions. Five courses have been offered, and many graduate students have elected to specialize in the field. Two candidates for the doctorate are now working in it. There is one student from Georgia who is working on the subject of "North Carolina-Florida Relations, 1700-1729." Another student from South Carolina is working on "Changes in Spanish Imperial Control, 1810-1898". The University has acquired somewhat more than five thousand volumes. If the collection of printed works - whether of source or secondary materials - is to be brought up to adequate standard for graduate work, this number of volumes should be trebled. This increase, in behalf of a project already partially accomplished, is especially fitting in view of the large accessions of documents - including some 20,000 items - obtained from Spanish Archives by the North Carolina Historical Commission. These documents relate primarily to the history of the State in so far as Spain affected that history, but such documents also relate to the history of the South Atlantic States and Tennessee. To this collection, our students have easy access.

The needs of the Department with respect to this field are summarized under two heads:

1. The sum of $5,000 with which to acquire a famous collection on the Spanish Colonies. This collection was made by one of the greatest students and bibliographers in the field. Because of his

interest in the University, the collection has been offered at a price under that which it would probably bring at auction. This purchase would bring some 10,000 items in books and pamphlets to the library.

2. An appropriation of $1,000 a year for five years for the purpose of purchasing needed works in the field. The professor in charge, by reason of contacts made with book dealers in Cuba, Peru, Chile, Argentina, Uruguay, Brazil, and Spain, and those he expects to make in a forthcoming visit to Venezuela, could effect purchases advantageously and directly, - thus eliminating the very high costs of buying through agents in this country. It is believed that these sums - $10,000 - would place the University of North Carolina in a position of equality with any of the libraries in the East.

What you to do with it?
How work it? Resources in men?
General direction - particular subjects?

History - II

MEMORANDUM ON PROJECTS IN SOUTHERN HISTORY

Hamilton, J. G. de Roulhac, with R. D. W. Connor:

A Documentary History of the Constitution of North Carolina.

This project looks to the gathering, editing and publishing of the journals, debates, documents, and all other available official and unofficial source material concerning the Constitution of North Carolina. Included, also, will be a biographical dictionary of the members of the constitutional conventions and of the legislatures which submitted constitutional amendments. In preparing this dictionary, an effort will be made to bring out such facts concerning the subjects as will aid in explaining their views and votes on the questions under discussion.

North Carolina's constitutional history has been typical of that of the South Atlantic group of the original thirteen states. It offers an excellent opportunity for the study of constitutional problems of a proprietary and a royal province. The constitutional problems of the Revolution and their settlement, the play of social and economic forces in the Federal period, and their constitutional results, need the light which this work will throw upon them. Quite as important, also, is the assembly of the sources for the study of the constitutional changes of the periods of Civil War and Reconstruction, and their social, economic, and political background. The material dealing with the overthrow of Reconstruction, the influence of the race problem and the effects of the new social and economic movements of the 20th century on constitutional development, are particularly rich and will throw light upon governmental history of the South during the past half-century.

The work as planned will be unique, for nothing of the sort has ever been attempted in any state. It will not only be a complete story of constitutional development in North Carolina, but it will throw light upon the constitutional development of neighboring states. Also, it may well lead to similar gathering of sources in other states.

To carry out the plan which involves extensive research the editors need the aid of a trained assistant and an expert typist. The stipend of these should be $1500 each, and there should be a travel allowance of $350. It is estimated that the work can be carried to completion within seven years.

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THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF ROMANCE LANGUAGES

Romance Languages - I

March 26, 1928.

Dean J. F. Royster,
Graduate School,
University of North Carolina,
Chapel Hill, North Carolina.

My dear Dr. Royster:

Ernest Langlois has given us a splendid text of the Roman de la Rose (Paris, Champion 1914-1924, in five volumes), and it should now be possible to make a definite study of the importance of this great work during the later Middle Ages and early modern times, both in England and in France. A volume has appeared on this influence in Italy, by no means complete; Thuasne has written some cursory articles on the dependence of Villon and Rabelais upon the Roman de la Rose, and Chaucer has been investigated from the same standpoint. Charles d'Orleans has also received some attention; but none of this work can ever be carried on satisfactorily until we have a concordance of the Roman de la Rose. The new Chaucer Concordance of Professors Tatlock and Kennedy has demonstrated conclusively the necessity for a concordance

in making studies of this nature. Mr. G.W.Fenley of our department has undertaken for his doctoral dissertation a survey of the influence of the Roman de la Rose upon Guillaume Machaut and Eustache Deschamps. Without a concordance such an investigation can only be suggestive; for instance, it is frequently difficult to distinguish between what Eustache borrowed from Guillaume and what came directly from the Roman de la Rose. Such guess work investigation dependent upon memory, can only become scientific when it is possible to locate any line from the suggestion of a word. I can well remember how, when I was a student at Harvard, the man in the adjoining room was working upon the use of Shakespeare by Keats. Such a labor would have been impossible for a doctor's dissertation at least(as he assured me), if he had not had a concordance of Shakespeare's works or of Keats'. A confordance for the Roman de la Rose has already been demanded by Langlois and Kaluza; but no one has hitherto had the time or the money to put into it. This is the first labor of the project for which I desire a grant.

There are 21780 lines to the Roman de la Rose. To make the Concordance we should require from three to five years. I should suggest that we employ ten readers in other institutions to do a pensum of 1000 lines each for, shall we say, one hundred dollars each. Here at the University we will employ five specialists to complete the remainder of the pensa and to do the alphabetizing, checking, and other tasks involved. These five workers would give their services for

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the sum of fifty dollars a month each, in addition to a certain amount of teaching for which they would be paid by the University. Those whom I have in mind are Mr. G.W. Fenley, Mr. R.W.Linker, Miss Katherine Wilson(ineligible to teach), and a Mr. Mekee who is coming to us next year from New York University. There are others whose work also lies in this field and who would be eager to aid in the project. These people with one exception are about to receive their doctorates. The exception is Mr. Linker who has still three years to go but who has already been associated with me in another project and who is thoroughly capable. The University has signified its intention of lightening the teaching load of those engaged in this work. The Library has also promised to make special efforts to complete our collection of books relating to this subject. The University owns a photostating machine which will be available at any time for making copies of books and MSS which can not be purchased. We have also been promised office space adequate for this Institute of Studies on the Romance of the Rose.

The second part of our project will be to devote special time and research to the far reaching influence of this medieval masterpiece upon the centuries that followed. With the Concordance once made this will not be so difficult. We shall not confine ourselves to France and England but shall also examine the other literatures: German, Spanish, and Italian. This whole project when matured will involve all the

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departments of Modern Languages here.

May I call especial attention to the readiness with which our University has shown itself eager to further this Institute. It will do everything to aid us, short of promising money which it does not have at its disposal. In turn this project will do an immense amount towards encouraging medieval studies here and in the south. It will mean that the prospective scholar in the Romance and English field, from this section of the country, will not have to turn elsewhere to receive such practical training as will now be given in Chicago, on Arthurian studies, in Princeton, on the Alexander Romances, and at Harvard on South American studies.

The sum which we should like to have for the period of five years is eleven thousand dollars. One thousand dollars will compensate our outside readers, and nine thousand will pay the monthly salaries of our resident workers, for five years of nine months each. Filing cards and office supplies will cost another thousand dollars. For publication we have nothing assured, but once the Concordance is complete it should not be difficult to secure extra funds for that. Possibly the Carnegie Institute which has already published a number of concordances will come to our aid.

Very truly yours,

Urban T. Holmes, Professor of French.
William M. Dey, Professor of Romance Languages.

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF ROMANCE LANGUAGES

Romance Languages - II

THE ORIGINS OF SPANISH ROMANTICISM

This study would contemplate a careful investigation of the background of the Romantic Period in Spain, with a view to determining more accurately than has hitherto been done:

a. The Romantic tendencies in Spanish literature, sculpture and painting observable in the centuries immediately preceding Romanticism.

b. The interrelationship of these currents with especial emphasis upon their continuity.

c. Foreign influences of a "romantic" nature before and during the Romantic Period.

In Spanish literature of the sixteenth and seventeenth centuries there exist many tendencies, vaguely termed "romantic", which have never been thoroughly studied in their relation to the development later known as romanticism. The drama of the _siglo de oro_, with its numerous themes from the middle ages, its lack of restraint, and its melodramatic plots, seems to manifest these elements more strongly than any other literarary form (notable examples being Ruiz de Alarcon's _Tejedor de Segovia_, with its melodramatic incidents and plot; Calderon's _Medico de su honra_, with its portrayal of undying and tragic passion in the character of Don Alvaro; and his _Amar despues de la muerte_, with its exotic scenes and emotional appeal. Significant, too, is the taste for the grotesque, as seen toward the middle of the seventeenth century in the _comedia de figuron_, a type of play which, though essentially comic, may contain tragic elements (as for

example in Moreto's El lindo Don Diego). Other literary forms exhibit tendencies seemingly in the spirit of what was later designated as romanticism, as for example, the sympathetic bandit, Roque Guinart in the Quijote; the impossible advantures of the chivalric romances, and the grotesque characterizatiens of some of the picaresque novels. The taste for the melodramatic and the grotesque appears to increase as the seventeenth century draws to a close and evidently was popular and deeply rooted if one may judge from its survival in the eighteenth century in spite of the opposition of the followers of the French neo-classic school.

Similarly, during this same period there are tendencies in painting and sculpture which may be described as "romantic" inasmuch as a particular predilection is shown for the melodramatic both in subject and in color contrast, for the fantastic and the grotesque, the emotional without restraint, and the subjective. In sculpture, particularly, this is a feature of the schools of Berruguete and Juni, and in painting, of the school of El Greco, Herrera and Ribalta. During the latter part of the seventeenth and through the eighteenth centuries these tendencies continue unabated and the element of the melodrama and the revoltingly grotesque seems to increase, as the vogue of Cano, Roldán, and Villabrille in sculpture testify, and in painting the popularity of Luca Jordán with the increasing vogue of the violent tenebrosi and the growing feeling for the picturesque. The gallic neo-classsicism of the second half of the eighteenth century appears to have left but a fleeting impression upon Spanish painting and sculpture, for beyond a certain colorless formalism in the paintings and sculptures of a few artists at the court, the impetuosity

and grotesqueness, the love of violent action(particularly in battle scenes), and in characterization the tendency toward introspection, all seem to rush on to a climax and to burst into pyrotechnical brilliancy during the period known as the romantic. Particularly is this to be noted in the morbid Inquisition scenes of Goya and in his fantastic "caprichos."

It seems altogether possible that the appearance of these tendencies in such varied fields of expression is not an isolated phenomenon but is rather a response to something which underlies to a greater or less extent the whole artistic life of Spain. In this connection it may be mentioned that in music the taste for bizarre and startling effects during the same period seems also to indicate a "romantic" tendency in that field of art. If so, it is significant that this too continues without interruption at least until the middle of the eighteenth century.

The investigation proposed would involve a careful study of the art and literature of the early periods and of the romantic era of Spain, with a careful evaluation and cataloguing of the elements characteristic of both, so that as accurate a history as possible may be made of the features which persist. It would be necessary to trace the mode of transmission of these elements: also to trace the extent and manner of entrance of foreign influences(especially French and English) operating upon Spanish romanticism. In literature this would further involve a study of typical currents in English romanticism which would affect Spain, especially Ossianism, Byronism, and the novels of Scott. With regard to France it would be essential to consider

the influence in Spain of Rousseau, Mme. de Staël, Chateaubriand, the lyric poets, the novelists, and the melodramatists and dramatists. For the influence of Germany it would be necessary to study the ideas of the Schlegels (as diffused in Spain by Bohl von Faber), of Schiller and Goethe. Other minor influences would be revealed by the closer study which the project contemplates.

Such an investigation would be carried out jointly by the following men, the work being divided so that each could work in his chosen field: S. E. Leavitt, Literary tendencies in the seventeenth and eighteenth centuries; N. B. Adams, The early nineteenth century and foreign influences; E. K. Kane, Painting and Sculpture. This research would extend over a period of at least three years, and to make it possible the teaching load of these men should be reduced one third. At least one assistant in the United States, and some clerical help will be necessary, as well as assistance abroad. In order to direct this work in Spain and keep it efficient one investigator each year should visit the country for a period of five or six months. Books not available in the United States would need to be purchased in order to avoid unnecessary delays and labor in copying.

An estimate of the expenses of this investigation over the three year period follows:

Assistant in this country and clerical help	$2,500
Research abroad for period mentioned.....	4,500
Assistance abroad	1,500
Necessary working texts.....	1,000

If music is included, and it seems it should be, provision for a fourth investigator needs to be made on more or less the same scale.

S.E. Leavitt
N. B. Adams
E.K. Kane

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF ROMANCE LANGUAGES

Romance Languages - III
old

March 26, 1928.

Dean J.F.Royster,
Graduate School,
University of North Carolina,
Chapel Hill, N.C.

My dear Dr. Royster:

At the original suggestion of Professor G.C.Taylor of the English Department we have been engaged upon an edition of the works of Guillaume de Salluste, Sire du Bartas, a Protestant poet of the 16th century. In his day he was considered second only to Ronsard; there has been no edition of his complete works since 1632. His influence upon English literature is of great importance, particularly upon Milton. Anne Bradstreet was one of his American imitators. He has been neglected by the metropolitan French critics since the time of Sainte-Beuve. Interest in him has been kept alive in Gascony where Tamizey de Larroque, Cénac Moncaut, Léounce Courtaut have been devoting short articles to him and his work, during the latter half of the 19th century. There was an edition of some of his shorter poems in 1890. Georges Pellissier wrote a thesis for the University of Paris on Du Bartas in 1881. This dissertation was roundly criticized in Gascony because he had taken no account of the articles in the Revue de

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL
DEPARTMENT OF ROMANCE LANGUAGES

Gascogne, which contains material of primary importance on this subject.

The Graduate School Research Funds of this Institution have already supplied us with sufficient funds to purchase ten early editions of the works, a complete photostatic reproduction of Viret's L'Instruction Chrétienne. They have paid my travelling expenses to the Widener Library at Cambridge, where I worked chiefly with the Revue de Gascogne and the Revue d'Aquitaine, as well as with a scattered list of miscellaneous references.

This edition should be completed some time next fall. Dr. Lyons and Mr. R.W.Linker are helping to make the text and notes. Professor Taylor and Mr. Abbot are contributing the chapter on Influence in England and America. Professor W.M.Dey will help in the most exacting task of puttingthe MS in final condition for the press. The expense of publication will be considerable: perhaps $3000. There still remains to be made a modern complete edition of the translation of Joshuah Sylvester; also a complete study of Du Bartas and Milton. These two projects would be directed by Professor Taylor, if financial backing could be guaranteed.

The expenses that still lie before us are: those of publication, a photostat copy of the 1573 edition of the earlier works (The Muse Chrétienne), and certain other books and photostats which I have been ordering from Auch in

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF ROMANCE LANGUAGES

Gascony. For $3500 these could easily be taken care of. To insure a continuance of the Du Bartas studies in English Literature I should suggest a sum of $10,000 to be administered by Professor G.C.Taylor.

Very truly yours,

Urban T. Holmes, Professor of French

William M. Dey, Professor of Romance Languages.

PROPOSAL

for a

Dictionary of Anglo-French
(Additional details)

H. D. Learned

Romance Languages — IV.

The attached cards constitute a bibliography of the published texts in Anglo-French which are not in the University library, or which I do not possess in my own collection. Many of the titles contain several different works. Some are thousands of lines in length, others fragments.

In addition to the cards, Vising cites 85 titles represented in extracts found largely in periodicals, about half of them being in the University library. These extracts are of slight value for dictionary purposes, and I would use them only as a last resort, if the labor of going through the complete works in MS (perhaps from photostats) appears too endless, or unfruitful.

Further, 55 works are listed in Vising as still unpublished, even in extracts.

Finally, I have not listed here a number of volumes of old Acts of Parliament, and the like, in "Law French" (some 40 volumes in all), which would hardly be worth going through, for the language is neither colloquial nor literary, and the words of any possible importance are doubtless to be found in some of the many special dictionaries devoted to the subject (an especially good collection is at the Law School library at the University of Pennsylvania), of which I have a list. It would suffice to go through one or two of these dictionaries culling the relevant material.

The first step will be to enter on cards every word found in the published Anglo-French texts, beginning with those in the University library. I intend to note every spelling, every syntactical detail or idiomatic usage that could possibly be of interest as reflecting any insular peculiarity, so that the Dictionary may be at the same time a complete index of phonological and syntactical developments over the whole French period in England, and a source book for the study of the interaction of the two languages, French and English, at that period. This part will be the most time-consuming of all, but it is well worth doing. Heretofore we have had to depend for such information on studies that covered one century, or a few selected documents in one century, or opinions formed from examination of whatever materials could be found, interpreted with some particular theory in mind (like Burghardt: Einfluss des Englischen auf das Anglo-normannische, Halle 1906).

A dictionary of the sort I plan would do much to clarify our conceptions of what happened, linguistically, in England between 1050 and 1400, by offering at least one complete set of facts. How chaotic and controversial the whole thing is in the minds of even the best among our authorities may be seen from a comparison of the provoking preface to Prior's Cambridge Anglo-Norman Texts, 1924, and Vising's severe review in Archivum Romanicum (1925?).

Heretofore the efforts of scholars in this field have, necessarily, been directed mainly toward publication of the documents. Two-thirds of the known works, including, presumably, all the most important or interesting, have now

been made accessible in their entirety. The time is ripe for the organization of this material, without which any conclusions will continue to be only the opinions of individual authorities, as the most superficial familiarity with the subject shows.

H.D.Learned

Leonard, N.D.

A DICTIONARY OF ANGLO-FRENCH, 1050 to 1400

My study of the Old French Loanwords in English, to appear in book form when completed, has reached the stage at which it is clear that definite conclusions must wait to be referred to a dictionary of the French used in England from the Conquest to the death of Chaucer. Until we have such a work, we cannot be certain just what French of the "scole of Stratford at-te Bowe" was. We cannot know definitely, except by chance, whether such-and-such a word was used in Anglo-French, in such-and-such a sense, at any given period. The etymological articles in the New English Dictionary indicate this fact in a striking way, time after time. My present study has been balked at countless points by the non-existence of this information. A paper which I am about to publish (and can submit to the Committee) on Latin versus French etymologies will make the point still clearer. The generalizations of Behrens, Vising and many others are of no use to me in my problem, which is one of details and special cases viewed in their ensemble; neither are the splendid dictionaries of Littré and Godefroy, for several reasons: for one thing, they did not, of course, intend to cover the subject on which I am working; and, besides, a great mass of material inaccessible to them is now published. Professor W.A. Craigie, writing to me in the summer of 1926, remarked the need for what I propose (quoted from his letter): "If only we had a proper dictionary of Anglo-French!"

Over four hundred works, of varying length, some still unpublished, are listed in Vising's Anglo-Norman Language and Literature, 1923. The local library possesses a few of them (I have tried to see that the new ones were acquired as they

have appeared). Most of the published documents are cartainly available somewhere in this country. Needless to say, everything must be seen for such a work. Many of the texts have adequate glossaries, and can be disposed of with small labor; some I have seen do not, and must be read page by page.

I propose:

1. To begin at once carding the material in Chapel Hill, meantime locating whatever else is accessible in other libraries in this country;

2. To visit the various other libraries where I have ascertained the material to be, and complete the collection from the works to be seen in this country;

3. The MSS that have been noticed and described, but not yet published, containing Anglo-French documents of many sorts, should then be examined. Some of them will turn out to be of sufficient importance for this project to warrant reading them closely, or making photostats to be studied later (excellent experience and training for students who might be enlisted to help finish the work). This will involve visiting several libraries in England and on the continent of Europe. It is a question that need not be taken up immediately.

The amount of work to be done in this country cannot be estimated with any sort of accuracy until it has progressed for some time. The average length of random samplings of the works listed by Vising is 2800 lines, approximately three-fifths of the length of the Roland, whose glossary lists approximately 3000 words; this would give, as a very rough estimate, an average of 1800 words per title to be examined and carded. After a few titles have been done, the proportion of new words to be carded will be very small, and that part will progress much more rapidly. Many, if not most of the published texts are provided with adequate glossaries, which will reduce the time element in carding them to a few hours; this can be determined only by examination of each publication.

Certainly the project will involve study in the libraries in Cambridge, Mass., New York City, Philadelphia (more

work has been done at the University of Pennsylvania in Anglo-French, mainly new editions, than anywhere else in the world in the last half-dozen years), Washington and Chicago. That should pretty well exhaust the possibilities on this side of the Atlantic. From one to three months in each place should be time enough to collect the material, or at least put it into such shape that the rest can be done mechanically and at slight cost.

The time I ask is one academic year: leave of absence with full salary.

The travel involved is about four thousand miles, which will cost at least $250.

In addition to this, I shall be obliged to live in temporary lodgings, while my family remains at home. Incidental expenses will include materials and occasional stenographic services (these I shall not want to dispense with, if I find that time can be saved at various points, as I anticipate, in transcription and arrangement of some printed material). I must have a portable typewriter, and index cabinets as needed. I estimate these additional expenses for myself and for materials, etc., incident to the work, at $500.

SUMMARY of my Proposal:

1. Leave of absence for one year, with full salary;

2. The additional sum of seven hundred fifty dollars ($750.).

Henry Yeatts Learned

NC-8 1.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

	W.R.	APR 12 1928	W.R.	
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C	M.D.B.	Cayley	MDB	
A	H.J.T.	4/12/28	HJT	4-13-28

E B

April 10, 1928.

Dr. Wickliffe Rose, President,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Rose:

I am sending you under separate cover, by registered mail, a package which contains two things; (1) a series of research projects submitted by University departments of the physical sciences and the humanities, and (2) brief summaries of these projects. These projects are those referred to in the memorandum which I am enclosing with this letter. In this memorandum, as you will see, the University is making a request for a grant from the General Education Board for research purposes.

After you have had time to think about the matter a little, I should be very pleased if you would let me come up and talk to you and answer any questions that you might have about it. I can not well get to New York within the next ten days, but I could arrange to come up around the 22nd or 23rd of April or the first few days in May.

With best personal wishes,

Cordially yours,

H. W. Chase

President.

Enc.

RESEARCH IN SCIENCE

NC-81.1

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

To the Officers:

April 18, 1928

UNIVERSITY OF NORTH CAROLINA

Appropriation 31-1945

At the meeting of the Executive Committee of the General Education Board held January 13, 1926, the following resolution was adopted:

> RESOLVED, That pursuant to authorization of the General Education Board on May 28, 1925, the executive officers of the Board be, and they hereby are, authorized in their discretion to commit the Board to an appropriation to the University of North Carolina, Chapel Hill, North Carolina, of a sum not to exceed Fifteen thousand Dollars ($15,000) to be available in the discretion of the University authorities for the development and encouragement of scientific research over a period of three years commencing on or about July 1, 1925, the appropriation to be charged to current income.

In accordance with the foregoing authorization, the officers committed the Board to appropriations of $5,000 for 1925-26 and $5,000 for 1926-27.

Under date of April 6, 1928, Mr. W. C. Coker, Chairman of the Committee, requests payment of $5,000 for 1927-28. Pursuant to the Board's authorization, the officers hereby allocate a sum not to exceed $5,000 for the fiscal year 1927-28, and instruct the Secretary of the Board to inform President Chase of this apportionment.

Approved H. H. Powell

H. J. Charteris

Harriet Chase

WMB MVK

To the Auditor;

In accordance with the foregoing authorization, will you kindly send a check for $2,500 to the University of North Carolina, being one-half of the sum made available for the year 1927-28 for the development and encouragement of scientific research. The University authorities have been requested to send us a statement of expenditures to date against the sums paid by the General Education Board. Upon receipt of this statement, notice will be sent to you by the Secretary as to the remainder to be paid on account of this year's grant.

Approved _____
Secretary

WWB MVK

NC-8 1.1

INTERVIEWS: President H. W. Chase and Dean J. F. Royster of the Graduate School, University of North Carolina, Chapel Hill, North Carolina - April 27, 1928

On Friday, April 27, 1928, President Chase and Dean Royster called at the office to discuss research projects which had been submitted in a letter from President Chase under date of April 10. We discussed for some hours the situation regarding research work and I indicated to them that as a layman a number of the proposals submitted did not have any appeal to me whatever, but that I was not so much concerned about the specific projects as with the attitude of the institution and its staff toward research and its support in a state institution.

President Chase, in his letter of April 9, had requested $50,000 a year for ten years for the purpose of aiding research. Supporting this appeal there were various letters submitted by the university professors to Dean Royster. President Chase stated quite frankly that the contribution of $5,000 for three years made by the General Education Board had stimulated the faculty to take increased interest in research, but he could not point to any particular evidence that it had stimulated interest on the part of the state; it had, however, stimulated the Board of Trustees to appreciate the importance of research on a university level.

We also discussed the technique of aiding state institutions with the thought of stimulating the state to increase its contribution, and I indicated the plans we had in mind regarding the University of Texas and the University of Virginia. Doctor Chase seemed to feel that the plan was sound and indicated he would work over the situation at Chapel Hill and at a later period either submit a plan or discuss the matter further with us.

H. J. Thorkelson

HJT MDB

NC-81.1

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

	W.W.B. MAY 10 1928		NWB 5-14-28	
	FILING DEPT.			

May 8, 1928.

Mr. W. W. Brierley, Secretary,
General Education Board,
61 Broadway,
New York City.

Dear Mr. Brierley:

Dr. Coker has turned over to me your letter of April 24 to him. I am attaching a statement of the particular research projects toward which the Board's appropriation has been applied and the amount on each as you requested. This statement, Dr. Coker tells me, was sent you some weeks ago, and I assume that you must have failed to receive it. I trust this gives the information that you need.

I think there must be some misunderstanding as to the expenditures of the grant. As we understood the matter the grant was made for a three-year period, the amount not to exceed $5,000 a year. The first check which we received from you was in the spring of 1926. No expenditures on the grant were made by us prior to that time, and very few until the fall of 1926; that is, for the collegiate year 1926-27. Obviously, as the check was not received until late in the collegiate year 1925-26, the research made possible by it did not get seriously under way until the beginning of the next collegiate year.

Ten thousand dollars has so far been received on this grant. That covers work done mainly during the collegiate year of 1926-27 and work done mainly during the collegiate year 1927-28. There is, to be sure, as our statement to you showed, a balance of approximately $2,000 on April 1 of this year. That balance, however, had been allocated but not expended. A large item in it was for the monthly salaries of research assistants, men to whom the University is obligated for the balance of the year.

It never has been in the minds of any of us that our research program under this grant should be closed out on June 30 of this year. Our research program in each case has been for the collegiate year subsequent to the receipt of the check, and we are now only completing the second year of the program made possible by the subsidy. We had, of course, assumed that the check received from you this spring would finance the third year of the program, most of the expenditures falling within the next collegiate year. I trust I make the point clear. It is one of great, immediate importance, as our plans for next year call for the reengagement of several research assistants now at work, and we must be able to give them an answer in the immediate future as to whether funds are forthcoming for their salaries for the next collegiate year; that is, for the third year of the research program. We have, of course, understood that the final check would be received from you this spring. We

have never doubted that it would be available to apply to completing the three-year program. I think if you will consider the fact that this program could not be initated until your first check had been received in the spring of 1926, you will easily see why our expenditures in each case have followed into the collegiate year subsequent to the receipt of the check. The committee has planned ahead for a third and final year under this subsidy in perfectly good faith.

Please let me know if this ecplanation covers the points that you raised in your letter. I should like to know as soon as possible if we may expect the third and final check, in order that we may know what to say to these research assistants with regard to their plans for next year.

Sincerely yours,

H. W. Chase

President.

Enc.

NC-81.1

May 14, 1928

My dear President Chase:

I received your letter of May 8, concerning the Board's appropriation for certain research projects at the University. The resolution adopted by the Board made available a sum not to exceed $5,000 for each of three years. Inasmuch as the University will need the total sum made available, I am authorising the Auditor to send you promptly a remittance for $2500. I assume that at the proper time you will ask us for the balance needed to round out the final year.

At your convenience, please inform me of the particular research projects to which the Board's appropriation were applied and the amount of each.

Will you kindly notify Mr. W.C. Coker of the substance of this letter.

Very truly yours,

W. W. BRIERLEY

President H.W. Chase
University of North Carolina
Chapel Hill
North Carolina

WWB:MHD

W.W.B. JUN 8 1928
FILING DEPT.

UNIVERSITY OF NORTH CAROLINA
DEPARTMENT OF BOTANY
CHAPEL HILL, N. C.

W. C. COKER
KENAN PROFESSOR OF BOTANY
DIRECTOR OF THE HERBARIUM
H. R. TOTTEN
ASSOCIATE PROFESSOR
J. N. COUCH
ASSISTANT PROFESSOR

MRS. W. W. PIERSON
LIBRARY ASSISTANT
MISS ALMA HOLLAND
RESEARCH ASSISTANT

NC-81.1

June 5, 1928.

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York City.

My dear Mr. Brierley:-

I am enclosing herewith a statement covering the disposition of the $5000. grant, given to the University of North Carolina for use in scientific research during this year and 1929.

Yours very sincerely,

W. C. Coker.

Enclosure.

NC.81.1

List of appropriations made by the committee on distribution of the grant of the General Education Board of $5000 for the promotion of scientific research in the University of North Carolina, May 21, 1928:

Professor H. V. Wilson - For the employment of a research assistant and technician for the advancement of his researches on sponges.....$1500.

Professor A. S. Wheeler - For the purchase of the following:
2 kilos of 2-Bromocymene.....$90.
1 kilo of 2-Aminocymene.....110.
To prepare juglone.....100.
Total..... 300.

Professor Otto Stuhlman - For the following:
(1) To employ an assistant to take the routine spectrograms in order to determine the calorescent spectrum of hiddenite during the period of June 15 to September 1st, 1928...$250
(2) A general and systematic study of the emissions induced by x-radiation, heat and attrition of all available spodumens to determine if possible what impurities produce what type of luminescent emission bands.
Crystals to be supplied by
Dr. J. H. Pratt at cost..... 25.
1 Coolidge x-ray tube..... 125.
Total..... 400.

The above investigation is contingent upon the purchase of x-ray transformer and accessories by the Department of Physics to the extent of $1500.

Professor J. H. Swartz - For a continuation of the studies of the Chattanooga shale and the Devonian and Mississippian of Tennessee and Virginia,-travel, assistance, etc..... 345.

Professor E. K. Plyler - For the blowing of quartz tubes in order to study the effect of electron bombardment on the absorption bands in different gases.....$100.
For the purchase and preparation of crystals to continue the work on the infra-red absorption bands in crystals and the combination of their frequencies..... 150.
Total..... 250.

$2795.

Brought forward-.....$2795.

Professor C. Dale Beers - For the purchase of buffer solutions, colorimetric standards and Pyrex glassware for use in the continuation of his work on the relation of the environment to various life processes in the ciliate infusoria..... 125.

Professor W. deB. MacNider - For material and technical assistance in the study of the kidney in the lower animals, marsupials and fish..... 105.
This is a continuation of the investigation for which $145 was appropriated to him last January 20th.

Professor J. N. Couch - For the employment of an assistant to carry out experiments on Septobasidium diseases of trees during the latter half of the summer school session of 1928..... 50.

Professor W. C. Coker - For the employment of an assistant during the academic year 1928-29 (nine months) to carry out systematic studies on the lower and higher fungi..... 600.

Professor J. F. Dashiell - For the continuation of earlier researches on direction-orientation by the white rat:
For housing animals.....$180.
Materials for maze..... 100.
Observation post..... 10.
Total..... 290.

Professor F. P. Brooks - To secure material for the preparation of cholesterol or cholesterol itself for the purpose of establishing its constitution and reactions. Recent studies of the vitamines have emphasized the presence of cholesterol in all tissues and have shown it and its isomers as probable sources of vitamine D, if not the vitamine itself..... 100.

Professor Harry W. Crane - For organizing and analyzing data already collected on free association reactions in human beings. This is a continuation of the work for which two preceding grants have been given Professor Crane..... 235.

Professor R. E. Coker - For the continuation of his work on the systematic and environmental relations of freshwater copepods:
Equipment, including special glassware and calibrated therometers.....$75.

$4300.

Brought forward.....$4300.

Professor R. E. Coker con't. $75.

Literature--special papers on copepods and environmental relations, not practicable to borrow..... 50.
Assistance in preparation of material and drawing.....125.
Research associate for breeding copepods.....250.
Total..... 500.

Professor W. F. Prouty - For a continuation of his work in the investigation of the structure and stratigraphy of the Triassic sediments of the Triassic basins in North Carolina..... 200.

Grand total.....$5000.

NC-81.1

June 14, 1928

Dear Doctor Colmer:

Thank you for your letter of June 5th received some days ago submitting statement in connection with contemplated expenditures in the program of scientific research for the University during the year 1928-1929. On account of the rush of business in connection with our recent Board meetings I have not had opportunity to acknowledge this before today.

Sincerely yours,
W. W. BRIERLEY

Doctor W.C. Colmer
University of North Carolina
Chapel Hill, North Carolina

WWB:RMH

PSYCHOLOGY

SUPPORTING LETTERS RE PROJECTS REMOVED FROM THIS FOLDER 7/8/29 AND REFERRED TO DOCTOR DAY, TOGETHER WITH COPIES OF PRESIDENT CHASE'S LETTER OF APRIL 9, 1928 AND HJT'S MEMORANDUM OF APRIL 27, 1928.

L. F. Adams

SCIENCES

SUPPORTING LETTERS RE PROJECTS IN NATURAL SCIENCES

REMOVED FROM THIS FOLDER 7/8/29 AND REFERRED TO

DOCTOR MASON, TOGETHER WITH COPIES OF PRESIDENT CHASE'S

LETTER OF APRIL 9, 1928 AND HJT'S MEMORANDUM OF

APRIL 27, 1928.

L. F. Adams

NC-81.2

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

W.R. 10/31/27

FILING DEPT. WR

October 28, 1927

Dr. Wickliffe Rose, President
General Education Board
61 Broadway
New York City

My dear Dr. Rose:

Since your visit to the University of North Carolina, I have had it in mind to write you summarizing the plans which I outlined to you for (1) library development in the South at large, and (2) library development within the University of North Carolina.

With your permission, therefore, I am taking the liberty of handing you the accompanying summary of our discussion during your visit, together with copies of two letters which bear upon one of the points considered in the memorandum. I believe I sent you earlier in the year a copy of the Proceedings of the Southeastern Library Association in which some of these matters are also discussed.

Again thanking you for the opportunity of talking over these matters with you, and with many good wishes, I am

Sincerely,

Louis R. Wilson

Librarian.

NC-81.2

October 31, 1927

My dear Mr. Wilson:

Thanks very much for your letter of October 28 and the enclosed memoranda.

We remember with great pleasure our visit with you. I was much interested in what you had to say with reference to the development of libraries in secondary schools throughout the South. I hope you may find it possible to carry this scheme into effect.

With warm regards,

Very sincerely yours,

WICKLIFFE ROSE

Mr. Louis R. Wilson
The Library
The University of North Carolina
Chapel Hill, North Carolina

WR/LRA

NC-81

COPY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
Raleigh

October 19, 1927.

Dr. L. R. Wilson
Chapel Hill, N.C.

My dear Sir:

I have just been inconference with Superintendent H.F.Srygley of the Raleigh Schools. I was talking to him about the Raleigh High School library. He informs me that he is ready to employ a librarian at once if a suitable person can be secured. Can you give me the name of a good person whose services could be secured for about $1800? It is needless for me to indicate the qualifications for you know quite well the qualifications which a high school librarian should have.

We are very anxious for a librarian to be employed at once and your assistance in this matter will be greatly appreciated.

I have been working somewhat on the report of the Committee on Library Standards appointed at the last meeting of the Southern Association. After going over the matter very carefully it seems to me that our Committee could not do better than to use your "Suggested Standards for High School Libraries to be Presented to the Association of Colleges and Secondary Schools of the Southern States." I have made certain minor changes in your suggestions and I am submitting copy of this report to each member of the Committee for consideration as the report of the Committee at the meeting of the Southern Association in Jacksonville.

The North Carolina College Conference meets in Durham on October 25th and 26th. If you would be in Durham on either of these days I should like to go over this matter with you.

Thanking you, and with all good wishes, I am,

Cordially yours,

/s/ J. Henry Highsmith
Director Division School Inspection.

C O P Y

PUBLIC SCHOOLS

Knoxville, Tennessee

NC-81.2

October 4th, 1927

L. R. Wilson, Librarian,
University of North Carolina,
Chapel Hill, N.C.

Dear Sir:-

We hope you have some outstanding candidates to recommend for the following positions:

1- A Senior High School librarian, who is unusually well trained as a librarian. She must hold a degree and if possible have had teaching experience, as she will be required to give instruction to high school English classes in library technique. She should also have had experience as a high school librarian. Salary range $1600.00 to $2400.00, however, I prefer not to start one at the maximum.

2- A well trained librarian for one of our junior high schools. She must hold a degree. This teacher will be required to give systematic instruction in library science. We prefer one who has taken her library training after having had successful teaching experience. We hope you will be able to recommend candidates who have had library experience. Salary range $1500.00 to $2400.00.

3. A teaching librarian for one of our new elementary platoon schools. The librarian in the platoon school is also a teaching librarian, following a definite course of study. A minimum of two years work above high school and teaching experience, as well as library training and experience. Salary range $1100.00 to $1800.00

Send photographs with credentials.

Very truly yours,

/s/ H. P. Shepherd
Superintendent of Schools.

NC.81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

October 28, 1927

Memorandum Concerning Library Development in the South and at the University of North Carolina

I.

The Place and Function of Library Resources in General Education

1. Library Advisers in State Departments of Education.-- I have been steadily connected with the University of North Carolina since 1901 and, consequently, have had an opportunity to watch the development of elementary and secondary education within this and other Southern states. I have watched with the greatest interest the work of the General Education Board, particularly in connection with the activities of the high school inspectors and professors of secondary education provided through the General Education Board. The results of the steady direction and instruction in this field are to be seen everywhere throughout North Carolina and the South, and I am sure no finer chapter has been written in educational history than that which has been written in this field.

It seems to me, however, that, while emphasis has been placed upon the preparation of teachers, the revision of standards, and the provision of adequate school buildings, less attention has been given to the utilization of library materials as aids in instruction than is desirable, as evidenced by their use in other sections of the country. The whole work of the schools, it seems to me, might be greatly enriched if, now that these other matters have been largely taken care of, the library resources of the schools could be given adequate attention.

To this end, it seems highly desirable to me that a library adviser should be placed in each state department of education in the South to direct this work. This matter has been discussed with Mr. Jackson Davis and Dr. Bachman and meets, as I understand it, with the approval of the General Education Board. It can be inaugurated, accordingly, as soon as an appropriate Southern state makes application for such an adviser. The probabilities are that the beginning will be made in North Carolina and that, I trust, at an early date. It should be noted that, inasmuch as the South knows from experience very little of the values of expert library service, it is desirable that provision for this type of service should be made as easy as possible, as it is extremely difficult to demonstrate to Southern legislatures or school boards the necessity of making provision in this field.

2. Library School for School Librarians.-- For the past two years, I have been a member of the Board of Education for Librarianship of the American Library Association and, in that capacity, have had an opportunity to observe and study carefully the work of library schools and of summer schools giving library courses throughout the United States. The inescapable conviction of our Board is that the present library schools and summer schools giving instruction in library subjects are wholly incapable of supplying the necessary school librarians to administer this new nation-wide educational instrument. We are, unquestionably, on the verge of a tremendous development in this field, as the stage is set for the setting up of advanced school library standards at the approaching meeting of the Association of Colleges and Secondary Schools of the Southern States at Jacksonville, Florida, Nov.29-Dec. 2. A committee was appointed for this purpose last year and I have recently conferred with its chairman as to the program which it is to present. Improved standards are also being adopted by the respective state departments of education throughout the South, with the result that the enrollment in the summer school courses here last year for the preparation of teacher-librarians was one hundred per cent greater than the year before, The type of demand of which I am speaking is evidenced by the accompanying letters which I have recently received from interested school men in Knoxville and Raleigh.

In order to supply adequately trained librarians to take charge of this work, provision should be made for the establishment of library schools in connection with well founded educational schools in the South. As a beginning, schools might be located at the University of North Carolina, in connection with the School of Education, and at George Peabody College. The remaining sections of the South could be studied with a view to the location of other schools-- say, possibly at Louisiana State or Tulane in Louisiana, and at the University of Arkansas or Oklahoma. Which of these, or others, should be selected could be determined upon further investigation.

I am aware that it has been the policy of the General Education Board not to enter this field, inasmuch as stimulation of library schools has been a function of the Carnegie Corporation. As I understand it, however, the Carnegie Corporation's program for library development within the United States was laid out a few years ago on a ten-year basis and probably is not subject to extensive modification until that period expires in 1935. In view of this fact and of the further facts that an entente cordiale exists between your Board and the Carnegie Corporation and that the training contemplated is to affect directly the processes of elementary and secondary education, I am hopeful that your Board may find that stimulation in this field can be effected through you. It would seem to me that provision on your part for the training of a group of skilled people to teach in the schools, not by means of textbooks, lectures, and blackboards, but rather through books, periodicals, reference aids, maps, pictures, and other resources of a school library, would be merely an extension and enrichment of the work which you have been engaged in in the South during the past two decades.

3. A Nation-wide Study of School and Library Relationships.--Within the past twenty years, educational practice in given fields has been greatly influenced by the result of nation-wide surveys. One of the great services of the National Education Association, for example, has been the investigations made by such of its committees as those on the teaching of modern languages and the teaching of history. Today the relationship between the school on the one side and the library on the other is in need of such a study. As has already been indicated in the foregoing paragraphs, the school and the library are being used conjointly in the education of the youth, but, while this is true, there is a good deal of misunderstanding on the part both of school people and library people as to the best method of providing this joint instruction. In the city of Cleveland, for example, as evidenced by an article appearing in the Library Journal for September 15, the direction of school library work lies largely in the hands of the Cleveland Public Library. In Denver, as indicated in the same article, the direction of this work lies almost wholly within the control of the city board of education. In Charlotte, North Carolina, the work is handled largely by the public library; whereas, in Winston-Salem and Greensboro, it is handled largely by the school boards.

At present, no study has been made of the general situation. Certainly this situation, which so seriously influences the whole American Educational system, should be studied in a thoroughgoing way, especially in view of the changed point of view which has developed within the past ten years with regard to the function and use of library materials within the school. I mean to say that heretofore we have thought of libraries and schools as occupying fields which could be strictly defined and limited. As long as that was true, it was not necessary for those who were concerned primarily with elementary and secondary education to concern themselves with public library development, but now that that situation no longer exists, library resources within the school, whether provided by the city public library or the school board, have become of primary interest to educators. The changed conception of the use and function of books in the school, consequently, should be accompanied by a corresponding change of conception concerning education in general.

II.

Distinctive Library Service at the University of North Carolina

1. A Great Southern Collection.--At the University of North Carolina I should like to see assembled a great collection of materials covering the historical, economic, social, political, and literary activities of the South as differentiated from those of other sections of the country. The South has had its own economic and social institutions and a history as distinctive in its way as that of New England and the Middle West, or any other section of the country, but as yet no great central collection of materials which could be used as the basis for the study of aspects of its civilization has been assembled.

The location of the University of North Carolina places this library in a most strategic position for the building up of this collection, as North Carolina, South Carolina, Virginia, and Tennessee were intimately associated in the early days of the nation, and a great deal of material, particularly that relating especially to North Carolina, has already been assembled here. The North Carolina Collection now contains something over 40,000 titles. The type of thing which has been done here in the building up of the North Carolina Collection should be extended to every Southern state and, in reality, should be carried out further than we have carried the work here in North Carolina as we have not had the resources to canvass the field and bring in much material that is still available but is apt to perish unless it is recovered before long.

If it is kept in mind that the University of North Carolina has, since 1884, devoted itself extensively to research and investigation, that its faculty has established and maintained six magazines and series of publications of national reputation as well as a University press, that its School of Public Welfare, in cooperation with other schools, departments, and agencies, has established a well functioning Institute for Research in Social Science, that the University itself is now beginning a new library building conceived along the lines of modern university library construction, and that its Graduate School during the year has enrolled over five hundred students-- it would seem inevitable that the appropriate place for the bringing together of such materials should be this campus.

2. Increased Book Fund for the Development of Special Subjects.-- The library, at present, has reasonably extensive collections of materials for graduate work in English, North Carolina economic, social, and political history, chemistry, and the biological sciences. Its collections in engineering, particularly as they relate to highway construction, hydro-electric power, and sanitation are also extensive, but all could and should be greatly increased. It is probable that the University of North Carolina may not hope to supply instruction in any of these fields of more distinction than that provided elsewhere in the country, but, inasmuch as the South is at present undergoing a tremendous economic and social development and, inasmuch as students within a given area usually attend institutions within that area, it is extremely important that resources in these and additional subjects be provided here. The University of North Carolina, more than any other Southern institution, has thought through the problems of university organization and has put itself in a position to assimilate materials and student body at a rapid rate-- a conclusion which I have reached, not out of excessive pride in the institution, but as a result of observation of practically all of the Southern institutions within the past five years.

3. Bibliographical Resources Should Be Developed.-- One of the greatest services which the library might render the whole Southeast is in the field of bibliographical resources. It should be kept in mind that no university library,or state library for that matter, between Washington and the University of Texas has a collection

of 250,000 books, and in none of the libraries, either university or public, has special consideration been paid to the building up of extensive bibliographical aids. This library has gone further than any other in that it has acquired Library of Congress cards, long runs of publications of scientific and learned societies, and has assembled many of the important printed catalogues and trade bibliographies. No institution, however, within the South, has available such bibliographical resources as Princeton or Harvard, or the libraries of the state universities of the Middle West, and the University of Chicago. Every time an investigation is begun in this section of the South, a trip to Washington or some other library center is necessary.

4. A Larger Expert Staff Required.-- It has been our impression that the service provided by the library in making available such resources as it possesses has been reasonable adequate and efficient inasmuch as the service required has been largely that of supplying undergraduate reading. With the development of the Graduate School, however, and with expansion along lines indicated in the foregoing paragraphs, it is inevitable that a greatly enlarged staff with expert training in special fields will be required. If such a staff were provided, the effectiveness of the entire institution in all of its scholarly teaching, investigation, and publication would be greatly promoted.

5. Instruction for School Librarians Important.-- A statement with regard to the desirability of provision for a library school for the training of school librarians has been made before. Reference to it is included here because of the leadership of this library in matters affecting the library development of the South. The University of North Carolina has been interested in this problem since 1904 when it offered the first courses in library science in the South. The library has steadily interested itself in all phases of public and school library work, with the result that it drew its enrollment in library subjects last summer from five Southern states. The state of North Carolina has the most effectively organized and most generously supported library commission in the South and the University has steadily lent itself, through its library, to the promotion of all phases of library activity.

L R Wilson

NC-81

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

W.R. DEC 16 1927 W.R. 12/16/27
FILING DEPT.

December 13, 1927

J F.P.B. HHB

Dr. Wickliffe Rose
General Education Board
61 Broadway
New York City

My dear Dr. Rose:

At the recent meeting of the Association of Colleges and Secondary Schools of the Southern States at Jacksonville, Florida, the Association adopted high school library standards, a copy of which I am enclosing for your inspection.

By a great many members of the Association, this was considered its most important act at this meeting. It unquestionably means a development which is overdue and greatly needed, and it will increase the necessity for the provision of training in one or more library schools for school library positions.

With many good wishes, I am

Sincerely,

L R Wilson

Library Letter

NC-81.2

December 16, 1927

My dear Doctor Wilson:

We wish to thank you for your letter of December 13 and the accompanying copy of High School Library Standards adopted at the recent meeting of the Association of Colleges and Secondary Schools of the Southern States. We are glad to have this information for our files.

Very sincerely yours,

WICKLIFFE ROSE

Doctor Louis R. Wilson, Librarian
The University of North Carolina
Chapel Hill
North Carolina

WR/LPA

17/12/27 NC-81.2

HIGH SCHOOL LIBRARY STANDARDS
Adopted by
ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
OF THE SOUTHERN STATES
1927

EQUIPMENT

(1) Enrollment of 100 or less students to 200

Separate classroom or end of study hall fitted up with shelving, tables, and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students

Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1000 students

Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1000 or more students

Same as above with additional equipment to meet needs. If possible, separate rooms for conference and for instruction in the use of the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4)

BOOKS

(1) Enrollment of 100 or less students

500 well-selected books, exclusive of government documents, text-books, and duplicates, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also, one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students

500 to 1000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students

1000 to 2500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1000 students

2500 to 5000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1000 or more students

5000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

LIBRARIAN

(1) Enrollment of 100 or less students

Teacher-librarian with at least 6 weeks summer course in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students

Half-time librarian with one-year course in an accredited library school, or half-time with college graduation and a 12 weeks summer course in Library Science.

(3) Enrollment of 200 to 500 students

Full-time librarian with same qualifications and educational back-ground as teachers and a one-year course in an approved library school. One or two years teaching experience is very desirable.

(4) Enrollment of 500 to 1000 students

Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1000 or more students

Full-time librarian with college graduation and at least one year in an approved library school. Teaching and library experience especially desirable- a good contact with children already established. For every 1000, or major fraction thereof, enrollment there shall be an additional full-time trained librarian.

APPROPRIATION

(1) Enrollment of 500 or less students

Annual appropriation of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students

Annual appropriation of at least $.75 per student per year for books, periodicals, etc., exclusive of salaries.

COURSES IN USE OF LIBRARY

Course of at least 12 lessons in use of the library given by the librarian or teacher-librarian, preferably in first year high school.

ORGANIZATION

(1) Enrollment of 100 or less students

At least an adequate shelf list made and adequate loan system installed.

(2) Enrollment of more than 100 students

Card catalogues, shelf-list, accession record and adequate loan system.

The standards suggested above should be complied with within a period of three years, with the view to the later adoption of the standards approved by the National Education Association, the North Central Association of Colleges and Secondary Schools, and the American Library Association.

C O P Y

State of North Carolina
Superintendent of Public Instruction
Raleigh

December 5, 1927.

Dr. L. R. Wilson,
Chapel Hill, N.C.

My dear Sir:-

I have your letter of the 3rd instant, requesting copy of the Library Standards adopted at Jacksonville. Unfortunately I did not keep a copy of the report, but I have written to Dr. Roemer to send me a copy and I shall send it to you at the earliest possible date.

Let me thank you again for the splendid service which you rendered. I am delighted that our report went through as it did and I regard it as a real achievement for the Association.

With all good wishes, I am,

Cordially yours,

/s/ J. Henry Highsmith
Director Division School Inspection.

C O P Y

University of Kentucky

Lexington

College of Education

December 9, 1927

Mr. L.R.Wilson, Librarian,
University of North Carolina
Chapel Hill, N.C.

My dear Mr. Wilson:

I wish to acknowledge receipt of a copy of "The Modern High School Library" and of "What Constitutes Effective School Library Service." I thank you for furnishing me with these.

I wish to commend you for the fine report which you made on the Library Service of the Schoola at Jacksonville. The adoption of this report has carried us a long way towards the development of our working libraries in our secondary schools. I hope you men who are interested in the library work of our secondary schools will not overlook the fact that you must provide facilities for training these prospective librarians. Our library people here in Lexington are thrilled over the prospect of growth in the libraries of our state.

If I can assist you at any time in putting over your program I will be glad to serve you.

Yours truly,

/s/ M. E. Ligon

Chairman, State Committee on Accredited Relations

Copy

Commonwealth of Virginia
State Board of Education
Richmond

December 9, 1927.

Dr. Louis R. Wilson, Librarian
University of North Carolina
Chapel Hill, North Carolina

My dear Dr. Wilson:

This is to thank you for sending me the copies of "The Model High School Library" and "What Constitutes Effective School Library Service." I have read these items with a degree of interest, and shall use them with a view to improving the library situation in the State. I very heartily approve of the action taken by the Secondary Commission with reference to raising standards for libraries.

Very sincerely yours

/s/ Sidney B. Hall
Supervisor Secondary Education.

NC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

January 7, 1928

	W.R.	JAN 9 1928	W.R.	1/9/28
	CATALOGING DEPT.			

Dr. Wickliffe Rose, President
General Education Board
61 Broadway, New York

My dear Dr. Rose:

Recently I have had occasion to prepare a memorandum covering one of the questions which I raised with you, Mr. Arnett, and Mr. Thorkelson on your visit to the University in the fall. I am enclosing a copy for your consideration.

I also enclose a copy of statistics which have recently been assembled by the librarian at Princeton covering matters of major interest in thirty-seven of the leading university and college libraries of the country. In the final paragraph the rank of the University of North Carolina library is summarized.

With many good wishes, I am

Cordially,

J. Kuhlthau

Librarian.

NC-812

January 9, 1928

My dear Mr. Wilson:

Your letter of January 7 and its enclosures are received this morning. I shall be glad to look over your memorandum on "The Significance of a Great Southern Collection at the University of North Carolina" and to bring it to the attention of my associates.

On C. L.

Very sincerely yours,

WICKLIFFE ROSE

Mr. L. R. Wilson
The Library
The University of North Carolina
Chapel Hill, North Carolina

WR/LFA

1/7/28 NC-81.2

THE SIGNIFICANCE OF A GREAT SOUTHERN COLLECTION AT THE UNIVERSITY OF NORTH CAROLINA

In the South for many years the question has been frequently asked why New England looms so large in American history, why so much of American history has been written by New Englanders, and why so little, comparatively speaking, is known of Southern movements, of Southern figures, and of Southern life. Within the past generation the West has joined New England as a field of study, but while a beginning has been made in Southern history writing, it is unimportant in comparison with the work done on the other sections. The question is entirely legitimate. The South has lived a life as distinctive economically, politically, and socially as any other section of the country and has played a part in national history second to none. What is the reason for the difference of treatment?

The answer is not difficult. It is to be found in the different treatment accorded to their records by the peoples of the sections. Puritan New England, acutely self-conscious, recorded its births, deaths, and marriages--which the South did not--and going further, made careful records of its thoughts and feelings upon every conceivable subject. It wrote diaries, personal and public letters. It published pamphlets, family histories and newspapers and kept them for use. It kept its public records complete and in order. It established great libraries and used them. As a result, we know a vast deal more about the rather dull and colorless existence of Puritan New England than we know of the thrilling story of the pioneer West or of the equally colorful South.

But New England emigration to the West carried there the leaven of a good habit, and presently, the West, too, began to realize its own importance and to make and save records. Presently the historian cast his eyes towards the West and, like New England, it became a favorite field for investigation. The middle colonies and states followed the good example, with similar results.

In the furtherance of investigation and of knowledge, such great collections of Americana as the John Carter Brown Library in Brown University and the Clement Library at the University of Michigan, the collections of material on the Middle West of the Burton Library of Detroit and the Wisconsin Historical Society at Madison, the Bancroft Collection in California of Spanish and Pacific material, and the University of Texas collection of materials dealing with Mexico and the Southwest, have been founded. But where is any great collection for the South?

In the South, indeed, the story has been quite a different one. From an early date the Southern people were marked by a striking disregard of valuable records and an utter carelessness in their preservation. Many families made it a point to destroy papers as they accumulated, and even when preserved they were carelessly kept. Meticulous house-cleaners, fire, water, rats, and invading armies have destroyed a vast amount of historical material. More recently much has been accomplished through state historical commissions and societies in preserving such public and private records as have been located, but they are widely scattered, difficult of access, and, comparatively, very fragmentary. The historical investigator is often turned back by the difficulties of a project. To carry it to a conclusion would entail too great an expense of effort, time, and money. Thus many proposed studies in Southern history which would

be highly valuable are never undertaken or, if begun, are abandoned.

This condition is unfortunate. Not only is it desirable for its own sake that Southern history should be investigated and written, but, for the sake of accurate and properly balanced national history, it is a necessity. The time has come to make possible adequate investigation. This can best be accomplished by the establishment in the South of a great collection of Southern human records. It should include, so far as is today possible, every book and pamphlet which has been produced in the South, every book written by a Southern author, every publication which deals in any way with the South or Southern people. This would embrace federal and state documents of every sort, general historical works, biographies, town, county, and other local histories, essays, sermons, fiction, pamphlet literature, files of periodicals, statistics, maps, broadsides, catalogues and minutes of educational, religious, and fraternal orders, anything, everything which may in any way throw light upon the past and present of the Southern states and the life of their people.

It should include as complete files of Southern newspapers as can be secured, as well as files of papers from other sections carrying Southern material.

It should include great masses of personal manuscript material, diaries, unpublished reminiscences and other autobiographical writings, letters, plantation records, the ledgers and other papers of business houses, and genealogical material. These should not be merely the papers and records of prominent individuals or families, but should be gathered with a view to securing records of the life of the whole people.

In spite of the years of careless destruction of such material, there still remains a wealth of it in existence. Throughout the South, in public buildings, in private homes, in storage rooms and out houses, it is to be found. Often its owners are unaware of its existence and when led to an examination of it, are eager to co-operate in preserving it for public use,but unless they are informed of the need of its collection and preservation, the bulk of it will ultimately be lost. For no death occurs which is not followed by the burning of valuable material, no spring or fall cleaning that is not accompanied by a holocaust of human records that are worthy to endure.

The value of such a collection is incalculable. It would be unique, for nowhere else in the United States has there been projected anything of the kind so inclusive in material for so large an area and population, bound together and differentiated from other sections by certain unifying economic, social, and political institutions, yet having many diversities among the several states included. There is already a wide and growing interest in Southern history, past and present, and the establishment of such a collection would draw to it investigators from everywhere. Properly founded, this collection would enable an investigator to study any phase of Southern life in which he was interested. In economic, social, religious, and political fields, would be gathered a mass of hitherto unknown facts, making possible new and more accurate conclusions in relation to the past. In this period in which the South is shifting its emphasis so rapidly from agriculture to industry, and is attracting to itself for investment an increasing amount of the nation's capital, it is of supreme importance for it to remember the past and to study it, and to save the records of today, in order that the South of the immediate future may wisely chart its course.

Never has there been a time when the preservation and study of its history, past and present, were more important, and when they could contribute more splendidly, not only in securing for the South its rightful place in national history, but also in making available information that will be of the highest practical value in its economic and cultural development.

Unquestionably, a great Southern collection should be founded, and, for the reasons set forth below, it is equally unquestionable that the University of North Carolina is the proper place for its establishment.

1. The University, long organized throughout all its schools and departments upon a sound university basis, already has a large body of teachers themselves trained and engaged in research and directing the research of an increasing body of students.

2. The bulk of these students are in the graduate school, which is increasingly representative of the entire South and is also attracting students from the North and West. During the summer quarter of 1927, 546 students were enrolled in the graduate school, and during the fall quarter, 172 graduate students, representing sixty-four colleges and universities, were in attendance. The institutions represented, besides those from every Southern state, include Columbia, Princeton, Dartmouth, Haverford, Yale, Harvard, Chicago, Amherst, Mt. Holyoke, Boston, Cornell, Notre Dame, Rochester, Penn. State, Radcliffe, and the Universities of California, Illinois, Michigan, Washington, Pennsylvania, Ohio, and Missouri.

3. There is already, in the University library, a fine nucleus for such a foundation. The North Carolina Collection, comprising materials relating to the life and history of the state from its colonization to the present, contains more than 40,000 bound volumes and pamphlets. Many of these titles, on account of the early

connection of North Carolina with Virginia, South Carolina, and Tennessee, touch the history and development of these states as well as of North Carolina. Supplementing this material on its economic and social side is the library of the department of Rural Social Science which was begun in 1913 and now includes from 12,000 to 15,000 titles, and the results of numerous investigations published in The University News Letter, or preserved in the document files of the department. The story of the South's participation in the Civil war is partly gathered through the Kenan collection which has been growing steadily for twenty years. The general library also has the most extensive collection of bound magazines to be found in the South and possesses, in addition to the duplicate catalogue of the Library of Congress, many printed catalogues and bibliographies relating to the printed materials of the individual states of the South.

4. There are, at the University, perfected organizations for investigation and publication. Since 1884, when The Journal of the Elisha Mitchell Scientific Society, the first of its scholarly publications, was founded, the University has steadily and increasingly laid emphasis on these important subjects. In amount and quality, its products in these fields have been notable, and have contributed largely to the University's inclusion in the membership of the Association of American Universities, in which only one other Southern university has representation. Through the Sprunt Historical Studies, Studies in Philology, The Mitchell Journal, Social Forces, The News Letter, The High School Journal, The Law Review, The Extension Bulletin, and the University Press, which, since its establishment in 1922, has issued forty-odd volumes in various fields, the amount and quality of investigation and

publication would be still further increased and improved by the foundation of such a collection as is contemplated.

5. The University has had the distinction of establishing and successfully operating the first Division of Extension in the South, through which it has served as a clearing house of information to the state and South concerning many important questions of the day. Such a collection would enable it to extend the radius of its service in the field of Southern development.

6. The new, modern, fire-proof library building, planned in accord with the latest improvements in library construction and capable of almost indefinite expansion, will provide a suitable home for this collection. Furthermore, the present library is so organized and administered as to insure the handling of the collection adequately and in a way that will make it available under the most favorable conditions to students and investigators.

7. The recognized position of distinction of the University of North Carolina, won by solid achievement, and its geographical position in the center of the Old South, make it the logical place for such a collection to be-- a fact so generally recognized by scholars that Dr. Franklin H. Giddings, of Columbia University, speaking at commencement in 1924, said: "The University of North Carolina has it within its power to become, within the next generation, the leading educational institution in the United States as concerns intellectual and creative qualities."

8. Finally, it may be added, the plan of this collection is no new thing. The University, in connection with the development of allied interests centering in library, graduate school, institute for research in social science, and press, has been maturing and developing it for years and has established valuable connections

through the South which will greatly aid in carrying out the work. Already the work has begun, on faith as it were, and has met with such encouragement as to make certain its success if sufficient funds can be secured to carry it on as planned. Of course the project, as outlined, is a tremendous thing. It involves the purchase of many small collections now in the possession of individuals and the purchase and collection of a vast amount of scattered material. Agents will have to comb the South for this and oversee its proper shipment. In some sections it will mean a house-to-house canvass in town and country, extending over many years. But already it is apparent that, as respects manuscript material, this will be the chief cost. When once the purpose of the work and its significance are made clear, the owners show a gratifying eagerness to aid, by gifts of their papers and the location of others, in so patriotic an undertaking. And where original documents cannot be obtained, it is always possible to secure photostatic copies. But the owners must be reached personally to secure this splendid cooperation.

Published works, newspaper files, and the like, in most cases, will have to be purchased from dealers and their cost is high. But never again will the cost be less. Prompt purchase will mean a tremendous saving of money.

When once secured, this material must be put in condition for use. Books in bad condition must be mended and rebound; manuscripts must be mended, classified, and properly filed; it must all be catalogued and made available for use; a good deal of it ultimately will have to be edited and published; a great Southern bibliography will have to be undertaken.

It is indeed a tremendous undertaking and one which will require the expenditure of a large amount of money, but, to be undertaken fittingly, it must be done in the largest sort of way. As planned, the material for the collection will relate to Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, and Kentucky-- thirteen states in all. After the most complete and careful analysis of costs, it is clear that the minimum amount which will adequately endow the collection is one million dollars. An additional half a million dollars will far more than proportionally increase the speed and completeness with which the work of collection can be carried on.

The cost will be large, but however large it may be, the investment will make a tremendous return, for its influence upon Southern scholarship will be beyond the possibility of present calculation, and it will give to the University unique distinction. It will render a tremendous service to the whole South. Sectional as it is, it is nevertheless truly national in purpose, character, and scope. Investigators from all the world will use it and wherever scholars are to be found throughout the world, its name will be known and held in honor. Apart from its service to knowledge-- its incalculable vital usefulness-- it will be a memorial to its founder more enduring than brass or marble, for it will be eternal.

STATISTICS OF UNIVERSITY LIBRARIES, 1926-27

		Vols. in Library	Vols. added '26-27	Expended on books '26-27	Appropriated '27-28	Staff	Salaries
1.	Brown	351,202	15,185	$ 37,182	$ 37,282	23	41,410
2.	Bryn Mawr	116,492	4,676	16,870	16,000	10	16,050
3.	California	665,680	28,278	86,282	72,500	40	121,175
4.	Chicago	768,559	30,352	105,785	100,754	106	164,571
5.	Colorado	182,655	8,855	24,721	27,225	16	26,473
6.	Columbia	1,192,343	37,145	120,461	119,916	133	262,116
7.	Cornell	787,127	10,188	53,901		20	71,135
8.	Dartmouth	235,000	8,500	34,500	50,000	19	39,600
9.	Harvard	2,622,400	119,596	125,228			122,960
10.	Illinois	708,850	25,522	109,512	96,100	51	132,838
11.	Indiana	188,199	7,349	18,983	25,875	20	37,684
12.	Iowa	266,132	17,965	52,879	46,000	34	73,696
13.	Johns Hopkins	293,067	9,825	44,142	35,071	26	41,130
14.	Kansas	191,907	16,220	24,500	24,500	21	28,730
15.	Michigan	649,912	30,494	114,286	127,466	117	221,150
16.	Minnesota	501,507	27,500	104,868	82,255	62	116,795
17.	Missouri	240,784	8,543	35,322	32,500	22	45,117
18.	Nebraska	209,048	4,375	40,000	40,000	32	41,000
19.	Northwestern	280,425	16,827	63,753	50,000	29	58,094
20.	North Carolina	180,032	18,191	37,428	43,000	20	41,587
21.	North Dakota	91,313	3,662	10,509	9,050	6	13,281
22.	Oberlin	285,417	11,173	18,187	22,500	26	37,706
23.	Ohio	305,905	25,859	52,570	65,325	40	80,800
24.	Oregon	167,335	15,898	32,907	32,900	21	41,987
25.	Pennsylvania	635,070	19,745	69,709	71,339	65	93,719
26.	Princeton	594,195	21,178	63,302	57,819	62	90,928
27.	Rochester	163,700	8.101	47,998	52,570	19	41,384
28.	Smith	145,866	12,165	16,367	16,000	10	15,847
29.	Stanford	420,516	13,742	45,445	44,765	32	66,755
30.	Texas	388,016	31,362	74,818	35,000	26	52,530
31.	Vassar	150,800	5,953	14,993	17,202	17	31,888
32.	Virginia	140,000	3,858	10,083	11,070	14	16,215
33.	Washington (St.L.)	277,885	16,584	29,967		19	31,360
34.	" (Seattle)	174,668	13,169	37,809	35,000	24	62,367
35.	Wellesley	119,913	4,323	14,216	15,500	15	29,450
36.	Wisconsin	359,067	17,817	54,236	46,725	34	74,093
37.	Yale	1,838,099	71,895	116,343	105,397	75	137,726

1. Not including John Carter Brown Library.
6. Including for the first time Barnard and Teachers' College.
7. Books added do not include department libraries. Staff includes only General Library.
14. Not including cost of binding $4,500.
23. Amount available covers 18 months.
27. Total vols. include 18,750 medical sets in use but not accessioned.
29. Not including Hoover War Library which has budget of $29,365.
33. Columns 1,2 include Mo.Botanical Gardens Library. Others exclude it.
34. Not including Law Library, 48,883 volumes.
36. Statistics here given are for 1925-26.

The University of North Carolina ranks 28th in number of volumes in the Library; 14th in volumes added in 1926-27; 22nd in expenditure for books; 19th in appropriation; 25th in number of staff; and 21st in amount paid for salaries.

NC-812

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

A	W.R.	APR 16 1928	W.R.	4/17/28
	FILING DEPT.		✓	
C	W.D.B.	4/17/28	Cabled	MKB
	F.P.B.	No further reply now	FPB	Mary 4

April 14, 1928.

Dr. Wickliffe Rose, President,
General Education Board,
61 Broadway,
New York City.

My dear Dr. Rose:

I am sending you under separate cover, by registered mail, a memorandum and an exhibit from the Librarian of the University of North Carolina, Dr. L. R. Wilson. The memorandum requests of the General Education Board a subsidy for a period of years for the purpose of establishing a Library School at the University of North Carolina. This School would be housed in the new Library Building now under construction at the University at a cost of $625,000, and at the expiration of any grant that might be made by the General Education Board the support of the School would be taken over by the University. The request which we are making to the Board is, therefore, a request for assistance to enable us to anticipate a program of library training which we feel we can support ourselves after a few years.

I believe it is the favorable moment to start such a project, both because we will be within a period of twelve to fifteen months in a position to provide adequate material facilities for the carrying on of the School, and because of the recent action of the Association of Colleges and Secondary Schools of the Southern States in raising school library standards as explained in the memorandum. There is also a great lack of facilities for training librarians in the southern area. There is only one library school in this region, that being at Atlanta. The part which should be played by an extension of library facilities all through the South in the creation of a well-informed citizenship is clear, and obviously such a movement can not go on adequately unless proper facilities are provided for the training of leaders in library work in our schools and colleges. It is with the thought in mind that by the establishment of such a school the University will be in a position to render a genuine service not only to the state but to the surrounding territory that this request is made.

The term for which the assistance of the Board is asked is a period of seven years, really for six years with a preliminary year for getting equipment, supplies, and faculty together. The total amount requested for the period is $146,600, $11,500 for the first year and $22,500 annually for

the following period. An analysis of this proposed budget is given on page 6 of the memorandum.

The University is, I think, contributing an unusually high percentage of its state appropriation for library purposes, the budget of the University Library for the current year being about $100,000. With the moving to its new building the University must increase the library staff and equipment and strengthen its collections in many directions. The years covered by the proposed grant, in other words, will be years during which the general program of the University may be expected to go forward on a substantial basis. During these years assistance from the Board would be very valuable to enable us to undertake this Library School which otherwise, because of the necessity of using library funds in other directions, would have to be postponed to a later period. I hope very much the Board may see its way to favorable action on this project.

Sincerely yours,

President.

re application
Library School

NC. 812

April 17, 1928

Dear President Chase:

We are in receipt of your letter of April 14, and the memorandum and exhibit prepared by Doctor L. R. Wilson, your Librarian. The material is being referred to Doctor Buchman, who will bring the proposal in due course to the attention of the officers.

Very sincerely yours,

WICKLIFFE ROSE.

Doctor H. M. Chase, President
The University of North Carolina
Chapel Hill
North Carolina

WR:LFA

4/14/28 NC-81.2

MEMORANDUM AND EXHIBITS CONCERNING THE ESTABLISHMENT OF A LIBRARY SCHOOL AT THE UNIVERSITY OF NORTH CAROLINA

In proposing the establishment, equipment, and maintenance, for a period of seven years, of a school of library science for the training of school, public, college, and university librarians at the University of North Carolina, the University has been influenced by the following important considerations:

I. Present Library Conditions in the South

1. The South lacks library facilities. A careful study of the library facilities of the South leads inevitably to two conclusions: first, the twenty-five odd million people of the ten states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia) possess far less adequate library and general reading resources than are available to the residents of New England, the Middle Atlantic, the Mid-Western, and the Pacific Coast states; and, second, as a result of this lack, the educational advancement and intellectual attainment of the South have fallen short of what they should be and could be if more extensive library resources were at hand. Statistical evidences taken from data covering important kinds of library resources support the first of these conclusions as follows: the per cent of inhabitants of New England who are without public library facilities is only 2-3/5, the per cent of the United States as a whole is 43, while that of the South is 71. The average per capita expenditure for public libraries for the United States is 33 cents, for the South 6-4/5 cents. The average per capita circulation of books in public libraries for the United States is 2.15, for the South .465. The average number of inhabitants per copy of daily newspapers circulated for the United States is 3.20, for the South 8.19. The average number of inhabitants per copy of 47 national magazines circulated in the United States is 3.97, for the South 8.33. The average number of inhabitants per volume in college and university libraries for the United States if 3.20, for the South 6.74. The average number of inhabitants per bookstore for the United States is 18,502, for the South 42,755.

2. The South lacks library schools. The South not only lacks library resources, but it is noticeably lacking in facilities for training librarians. Of the twenty-one regularly established library schools of the United States, only two are located in the South--one for whites at Atlanta and one for negroes at Hampton. The nearest schools to the North and West are those of Drexel Institute in Philadelphia, Western Reserve University in Cleveland, and the St. Louis Public Library in St. Louis. The work of the Atlanta School was supplemented in 1927 by accredited summer library school organizations at the

Universities of North Carolina, Georgia, and Louisiana. The present enrollment at Atlanta is 16, while the enrollment of other Southern students in Northern or Western library schools is 36. Of the 16 enrolled at Atlanta and the 36 enrolled elsewhere, 7 and 7 respectively are drawn from North Carolina.

3. The South is on the eve of a remarkable library development. While the South lacks library resources and facilities for library training, there are many evidences of its readiness to make a general advance if proper leadership is provided. Without multiplying evidences, it may suffice to point out that the librarians of the Southeast are organized in an effective regional association and that active associations have been formed in every one of the ten states. North Carolina's library commission receives an appropriation of $25,000 annually for certain phases of statewide service and library promotion. South Carolina has recently witnessed the establishment of the first county library, with a tax yielding between $30,000 and $40,000 for annual support, while 34 counties in the South provide a certain degree of county-wide service. The library commission of Louisiana has carried out a number of effective county library demonstrations. Notable library buildings have been erected recently for Emory, Louisiana State, Duke, and Birmingham Public Libraries. North Carolina and Florida have established library journals, and in every one of the states distinctive evidences of keen interest in all phases of library work are apparent.

4. The outlook for development in the school library field is particularly bright. While there has been a rapid growth of interest in the development of libraries in general in the South, the most striking examples of advance have been witnessed in the field of the school library. Of these, the most significant have been the adoption of a complete set of standards for 800 accredited high schools having membership in the Association of Colleges and Secondary Schools of the Southern States (See Exhibit A), the largely increased financial support given to elementary and high schools for library purposes, and the enrollment in the summer library courses offered in 1927 at the universities of North Carolina, Georgia, and Louisiana, and the library institute of the Carnegie Library School of Atlanta of more than 200 teachers and librarians. The following statistics concerning school libraries are also particularly significant: Alabama has recently increased its state appropriation for school libraries for books from $6,700 to $25,000. In 1925-26 Florida spent $28,325 for similar purposes. The legislature of North Carolina in 1927 increased the state appropriation for school libraries from $7,500 to $10,000, the total expenditures from state, city, and county sources for both elementary and high schools for 1926-27 being $131,641, with the total book collections numbering 502,812. Tennessee and Virginia spent, through their state departments of education, $32,109 and $33,980, respectively, and the Virginia legislature has recently increased the appropriation for 1928-29 to $60,000.

II. Library Schools Essential to Library Development

The second consideration is so obvious that it scarcely requires mention; library schools are absolutely essential to proper library development--just as much so as educational progress is dependent upon adequate schools of education. Not only are trained leaders in the library field needed to direct the movement along proper lines, but thoroughly equipped and staffed library schools must be established on leading university campuses of the South along with schools of education, law, medicine, engineering, business administration, etc., if young men and women of proven ability are to be drawn into the profession and students, alumni, and the public in general in the area involved are to be won, directly or indirectly, to the support of the library as a necessary social and educational institution. The library school of the Carnegie Library of Atlanta, by far the most potent influence for the promotion of library interests in the South for the past two decades, has labored, until its recent nominal affiliation with Emory University, under the great handicap of being based upon a city library rather than upon a campus where it could draw recruits from the student body and where its mere presence would exert, unconsciously perhaps but none the less effectively, an influence favorable to library promotion generally upon prospective leaders in other fields. The lack in the South of strategically located library schools has unquestionably restricted the number of Southern students entering the library profession, as it is well known that such institutions as Harvard, Columbia, and Chicago, which enjoy national patronage, draw the majority of their students from comparatively short distances. It is also not to be wondered at that library progress in the South has lagged so far behind that of other sections of the country when it is realized that until 1926 there was not a campus in the states under consideration on which a student, male or female, could pursue courses leading to a regular A. B. or B. S. degree in library science.

III. The Library of the University a Splendid Background for a Library School

A third general consideration is the background which the library of the University affords for the location of a school which could function in such a way as to render the greatest possible benefit to the area which the University serves. Stated briefly, the library is distinctive among Southern institutions in the following important respects:

It s book collection is the largest university collection south of the Potomac and east of the Mississippi. It contains 185,000 volumes, it is growing at the rate of 20,000 volumes annually, and it receives annually 2,400 periodicals and transactions of learned societies. (See Exhibit B)

2. Its bibliographical apparatus for the use of scholars is the most notable in this area. It possesses a set of the Library of Congress cards, printed catalogues of many of the leading libraries of America and Europe, and extensive trade bibliographies of this and other countries. Its collection of scientific periodicals is unusually extensive, as well as its collection of transactions of learned societies received in exchange for the Journal of the Elisha Mitchell Scientific Society since 1884.

3. Its materials bearing upon Virginia, North Carolina, South Carolina, and Tennessee, in particular, and the South as a whole, are such as to be of great importance to all students who are preparing to direct library work in the South.

4. Its staff of 22 members, representing six of the accredited library schools of the country, is highly trained and has proven its ability in the special fields of administration, expert reference and bibliographical service, teaching, publication, and general library promotion.

5. It will be housed in 1929 in a new library building costing $625,000, planned in accord with the best modern practice in American university libraries.

6. Its budget for the past ten years has been steadily increased by the University. During 1927-28 it has been $101,847.59, and insures the steady growth of the book collection and the development of an increasingly effective staff.

7. Through its courses in library subjects offered in recent summer sessions, it has already built up a gratifying enrollment drawn, in considerable measure, from other Southern states.

8. It is strategically located within easy reach of other libraries which can be readily observed and with which relationships can be established for the gaining of practical experience on the part of students. Durham, with the library of Duke University and the libraries for the city and county schools and for negroes, is only twenty minutes distant. The various libraries of Raleigh and Greensboro--in all a dozen or more and of varying types--are also only one and two hours distant, respectively.

IV. The University an Effective Setting for a School

The setting which the University of North Carolina makes possible for such a school as is contemplated is particularly valuable.

1. Library instruction is usually based upon an A. B. degree. The University, within recent years, has steadily developed its Graduate School with the result that it has drawn, during the summer school and fall quarter of 1927,

546 students from twenty states and Canada. Representation from the Southern states for the period indicated was as follows: Alabama 8, Florida 5, Georgia 19, Kentucky 4, Louisiana 2, Mississippi 8, North Carolina 400, South Carolina 65, Tennessee 5, Virginia 17.

2. Its faculty contains men who have proven their ability in the fields of teaching, research, and invetigation. The atmosphere of the campus is one in which a fine professional spirit can be maintained.

3. Tuition, fees, and other expenses at Chapel Hill are little more than half of those incurred at Northern and Mid-Western schools.

4. Unusual opportunities are offered for cooperation with other schools and departments of the University. Especially valuable contributions could be made to the school through the schools of Education and Public Welfare, the Institute for Research in Social Science, the Division of University Extension, and the University Press. Each of these agencies of the University is engaged in activities which have a distinct bearing upon the various phases of library work and would greatly add to its worth. Conversely, unusual opportunities would be presented by which such a school could serve other divisions of the University. Members of the school staff could be untilized during Freshman Week in orienting all new sctudents in the use of the library--a task now performed with considerable difficulty by the library staff. Courses in the use of books, reference material, and in the history of books and libraries could be offered to undergraduates in the College of Liberal Arts. Students in the School of Education could pursue with profit courses in children's literature and school library administration, while members of the Graduate School and Institute for Research in Social Science might well pursue courses in bibliography and the use of materials essential to investigation and research.

V. Budget Required

In order to establish, equip, and maintain such a proposed school, the following quarters, equipment, and budget to provide for an enrollment of between 25 and 50 in the regular term would seem to be necessary:

1. Quarters

Study room for the use of library school students only
Class room
Administrative office
Room for typing

2. Equipment

Indidvidual desks in study room for each member of class
Tablet arm chairs for class room
Desks for officers of abministration and instruction
Filing cabinets

Card cabinets
Shelving for book collections for practice and reference work
Typewriters (a sufficient number so that students find them easily available)

Book trucks
Blackboards
Bulletin boards
Supplies (cards, stationery, book supports, etc.)
One or two large reading tables with chairs
Magazine rack

3. Facilities

Book collections for model elementary and high school libraries and for practice and reference use. (These in addition to material available in main library or departmental libraries usable for observation or practice work.)

4. Budget for 1928-29 for secretarial assistance, books, equipment, supplies, printing, and travel incurred in securing faculty, etc.:

Books	$5000	
Equipment	4000	
Secretarial assistance	750	
Printing, postage, etc.	500	
Supplies	500	
Travel	750	11,500

5. Annual Budget for six-year period, 1929-35:

Salaries		
Administration	1500	
Professor	4500	
Associate Professor	3600	
Instructor	2800	
Instructor	2400	
Secretary-reviser	1500	
Part-time instructors and outside lecturers	1000	
←Books	1000	
←Equipment	500	
←Postage, telephone, etc.	400	
←Printing and supplies	600	
←Travel	500	
←Contingent	200	
←Scholarships and loan funds	1000	
←Summer school (in addition to other available funds)	1000	22,500

6. Budget 1928-29	$11,500
Budget 1929-35	135,000
Total budget	146,500

VI. Other Objectives for the Library

In presenting this memorandum for assistance over a seven-year period, it may be appropriate to set forth other plans which the libraty has for the development of a great regional library capable of affecting favorably the whole Southern library movement. Three objectives which the University has been seriously considering which have a direct bearing upon this particular proposal are:

1. The building up of a great collection of materials concerning the life and civilization of the South as distinguished from that of New England, the Middle West, or the Pacific Coast. The University is now exerting every effort possible to enlist the support of such of its alumni and friends as may be able to finance this major undertaking adequately, so that there may be saved for the South and the Nation a body of source material which no other institution is at present preserving in adequate fashion for the use of scholars.

2. The building up of a great bibliographical collection for the use of Southern scholars. Reference has already been made in this memorandum concerning the University's bibliographical materials. Although these are more extensive than those of other Southern institutions, it is highly desirable that a collection of bibliographical aids, comparable to those at Princeton, Harvard, Michigan, Chicago, Illinois, Minnesota, Wisconsin, and other Eastern and Western institutions should be built up and made available.

3. Securing funds for the endow,ent of other special subjects of scholarly interest. One of the wisest steps taken by the University in 1907, when the present library building was put into service, was the building of an endowment to equal the construction cost of the building, for the purchase of books. The steady income from this source has augmented the appropriations of the state throughout the years and has aided the University most materially in building up the present book collection. The wisdom of the procedure is so evident that the University has committed itself to the task of securing as great an endowment as possible for the further enrichment of the collection. Upon the occasion of the dedication of the new $625,000 building in 1929, it hopes to be able to announce the raising of sufficient endowment to insure this greatly-to-be desired objective.

In concluding this memorandum, it may be well to say that no studied effort has been made to present statistics indicating an overwhelming demand on the part of prospective students for the proposed school. Emphasis has not been laid to that point, though there is every reason to believe that the high school library situation alone will justify the establishment of the school as far as enrollment is concerned.

Emphasis has been laid, rather, and I believe most properly, onn the idea that libraryy progress in the South rests, just as the progress of education, or medicine, or law has rested, upon the facilities provided for the training of library leaders. The South, like the East, the Middle West, and the Pacific Coast, must have adequate library schools if it is to have adequate library facilities.

In making the request, the University is not unmindful of the fact that it is asking for practically complete equipment and maintenance for seven years. It should be pointed out, however, that it will provide adequate quarters in the new $625,000 building and that, in order to support the general program of instruction in its undergraduate, professional, and graduate schools, it is contributing an unusually high percentage of its total operating income for books and personnel in the library. The fact that the library at present has only 185,000 volumes lays upon the University for the next decade the unusual necessity of maintaining its book find at the highest possible point. The percentage of the University'vs total operating income devoted to library purposes this year is approximately seven per cent, which, when compared with the incomes for similar purposes in other state universities, is very high, the average being approximately four and one-half to five per cent.

Your attention is directed to the accompanying exhibits which contain additional information for your consideration:

Exhibit A. Tables showing library situation in the South.

Exhibit B. Southern Libraries: an article prepared by American Library Association.

Exhibit C. New Standards for Southern High School Libraries.

Exhibit D. Statistics of University Libraries, 1926-27.

Exhibit E. Report of the Librarian, 1926-27.

Exhibit F. Budget of the Library for 1927-28.

Exhibit G. Courses in Library Science--Summer School, 1928.

Exhibit H. Letters approving proposal.

Respectfully submitted,

Louis R. Wilson

Librarian.

EXHIBITS

Exhibit A

Table I

Population without Public Library Service

The following table shows the percentage of the population of the states without public library service. The state having the largest number of people with public library service has been placed at the head of the list. Thus, Massachusetts and Rhode Island have no people without public library service, while 85 per cent of the population of Arkansas have no public library service. These figures were adapted from a table in Library Extension, a volume published by the American Library Association, Chicago, 1926. The population figures are from the United States Census of 1920.

Rank	State	Population	Total Without Library Service	Per Cent of Total
1	Massachusetts	3,852,356	0	0
1	Rhode Island	604,397	0	0
3	New Hampshire	443,083	4,695	1
4	Connecticut	1,380,631	31,904	2
5	California	3,426,861	116,935	3
6	Vermont	352,428	19,639	5
7	Wyoming	194,402	13,862	7
8	New Jersey	3,155,900	326,000	10
9	New York	10,385,227	1,250,000	11
10	Maine	768,014	135,000	17
11	Michigan	3,668,412	1,096,833	29
12	Indiana	2,930,390	896,822	30
13	Illinois	6,485,280	2,029,976	31
13	Ohio	5,759,394	1,798,049	31
15	Wisconsin	2,632,067	854,028	32
15	Utah	449,396	147,891	32
17	Oregon	783,389	259,566	33
18	Maryland	1,449,661	523,976	36
19	Pennsylvania	8,720,017	3,500,000	41
19	Delaware	223,003	91,801	41
21	Washington	1,356,621	578,619	42
22	Minnesota	2,387,125	1,080,545	45
23	Colorado	939,629	445,953	47
24	Montana	548,889	279,298	51
25	Nebraska	1,296,372	708,855	54
26	Missouri	3,404,055	1,886,866	55
27	Florida	968,470	550,000	56
28	Kansas	1,769,257	1,056,678	59
29	Idaho	431,866	301,109	61
30	Iowa	2,404,021	1,500,000	62
31	Nevada	77,407	49,972	64
32	Kentucky	2,416,630	1,611,576	66
33	Louisiana	1,798,509	1,234,849	68
33	North Carolina	2,559,123	1,761,605	68
35	Georgia	2,895,832	2,032,301	70
35	Texas	4,663,228	3,317,787	70
37	Arizona	334,162	237,670	71
38	South Dakota	636,547	460,715	72
38	Virginia	2,309,187	1,669,067	72
38	Tennessee	2,337,885	1,692,857	72
38	Alabama	2,348,174	1,706,186	72
42	New Mexico	360,350	263,826	73
43	Oklahoma	2,028,283	1,540,472	75
44	South Carolina	1,683,724	1,328,513	78

(Table I continued)

Rank	State	Population	Total Without Library Service	Per Cent of Total
45	North Dakota	646,872	520,545	80
45	West Virginia	1,463,701	1,180,069	80
47	Mississippi	1,790,618	1,481,916	83
48	Arkansas	1,752,204	1,495,071	85

Average for the United States .43
Average for the Southern States .71

Table II
Volumes Per Capita in Public Libraries

The following table shows the rank of the states in per capita number of volumes in public libraries. The rank was derived by dividing the total number of volumes in public libraries by the total population of the state. These figures were adapted from a table in Library Extension, a volume published by the American Library Association, Chicago, 1926. The population figures are from the United States census of 1920.

Rank	State	Population	Total Volumes	Volumes Per Capita
1	Massachusetts	3,852,356	8,583,516	2.22
2	Vermont	352,428	777,697	2.20
3	New Hampshire	443,083	1,373,634	2.10
4	California	3,426,861	6,194,791	1.80
5	Connecticut	1,380,631	2,052,870	1.48
5	Rhode Island	604,397	899,006	1.48
7	Maine	768,014	1,128,487	1.46
8	New Jersey	3,155,900	3,120,364*	.98
9	Indiana	2,930,390	2,559,257	.87
10	Wyoming	194,402	167,359	.86
11	New York	10,385,227	8,552,893	.82
12	Oregon	783,389	635,227	.81
13	Ohio	5,759,394	4,346,671	.75
14	Michigan	3,668,412	2,541,984	.69
14	Wisconsin	2,632,067	1,820,778	.69
16	Iowa	2,404,021	1,628,461	.67
17	Utah	449,396	298,468	.66
18	Washington	1,356,621	894,988	.65
19	Minnesota	2,387,125	1,537,617	.64
19	Colorado	939,629	608,357	.64
21	Delaware	223,003	132,219	.59
22	Illinois	6,485,280	3,743,410	.57
23	Nebraska	1,296,372	728,162	.56
24	Montana	548,889	304,745	.55
25	Missouri	3,404,055	1,516,714	.47
26	Florida	968,470	433,594*	.44
27	Idaho	431,866	185,485	.42
28	Maryland	1,449,661	551,151	.36
29	South Dakota	636,547	219,624	.34
30	Arizona	334,162	112,675	.33
31	Pennsylvania	8,720,017	2,831,316*	.32
31	Kansas	1,769,257	571,777	.32
33	Nevada	77,407	23,500*	.30
34	North Dakota	646,872	155,061	.23
35	Kentucky	2,416,630	544,336	.22
36	Tennessee	2,337,885	495,774	.21
37	Oklahoma	2,028,283	373,900	.18
38	New Mexico	360,350	57,755	.16
39	South Carolina	1,683,724	256,676	.15
40	Louisiana	1,798,509	261,113	.14
41	Texas	4,663,228	607,805	.13
42	Georgia	2,895,832	334,529	.11
42	Alabama	2,348,174	270,037	.11
42	Virginia	2,309,187	270,436	.11
45	West Virginia	1,463,701	141,187	.09
46	Mississippi	1,790,618	156,914	.08
47	North Carolina	2,559,123	173,814	.06
47	Arkansas	1,752,204	114,167	.06

Average for United States, .62; average for Southern States, .147

* Data Incomplete

Table III
Per Capita Expenditure for Public Libraries

The following table shows the rank of the states in per capita expenditure for public libraries. The rank was derived by dividing the total income of each state for public library purposes by the population of the state. These figures were adapted from a table in Library Extension, a volume published by the American Library Association, Chicago, 1926. The population figures are from the United States census of 1920.

Rank	State	Population	Total Income	Expenditure Per Capita
1	California	3,426,861	$3,709,682	$1.08
2	Massachusetts	3,852,356	3,310,244	.85
3	Wyoming	194,402	142,234	.73
4	Rhode Island	604,397	357,427	.59
5	New Hampshire	443,083	261,411	.58
6	Oregon	783,389	442,299	.56
7	Ohio	5,759,394	3,269,709	.54
8	New York	10,385,227	5,243,378	.50
8	Michigan	3,668,412	1,848,507	.50
8	Indiana	2,930,390	1,586,887	.50
8	Minnesota	2,387,125	1,203,024	.50
12	Connecticut	1,380,631	671,764	.48
13	Washington	1,356,621	574,214	.42
13	Vermont	352,428	150,112	.42
15	New Jersey	3,155,900	1,234,634	.39
16	Illinois	6,485,280	2,490,826	.38
16	Utah	449,396	175,000	.38
18	Wisconsin	2,632,067	998,429	.34
19	Iowa	2,404,021	743,073	.31
20	Colorado	939,629	277,928	.29
21	Missouri	3,404,055	920,782	.26
22	Montana	548,889	137,412	.25
23	Nebraska	1,296,372	309,623	.23
24	Delaware	223,003	51,044	.22
25	Maryland	1,449,661	306,642	.21
26	Pennsylvania	8,720,017	1,787,234*	.20
26	Maine	768,041	154,168	.20
28	Florida	968,470	175,636*	.18
28	South Dakota	636,547	117,545	.18
30	Idaho	431,866	72,236	.16
31	Kansas	1,769,257	276,675	.15
32	Oklahoma	2,028,283	227,863	.13
32	Arizona	334,162	46,323	.13
34	North Dakota	646,872	77,672	.12
34	Nevada	77,407	9,984*	.12
36	Tennessee	2,337,885	239,056	.10
37	Kentucky	2,416,630	229,075	.09
38	Georgia	2,895,832	198,498	.07
38	Virginia	2,309,187	159,156	.07
40	Texas	4,663,228	293,930	.06
40	Louisiana	1,798,509	108,608	.06
42	Alabama	2,348,174	112,783	.05
42	South Carolina	1,683,724	88,414	.05
42	West Virginia	1,463,701	70,928	.05
42	New Mexico	360,350	19,993	.05
46	North Carolina	2,559,123	114,364	.04
47	Mississippi	1,790,618	37,366	.02
47	Arkansas	1,752,204	36,856	.02

Average for the United States, .33; average for Southern States, .068

* Data Incomplete

Table IV

Per Capita Circulation of Books in Public Libraries

The following table shows the rank of the states in circulation per capita of books in public libraries. The rank was derived by dividing the total circulation for each state by the population of the state. These figures were adapted from a table in Library Extension, a volume published by the American Library Association, Chicago, 1926. The population figures are from the United States census of 1920.

Rank	State	Population	Total Circulation	Circulation Per Capita
1	California	3,426,861	25,144,329	7.33
2	Massachusetts	3,852,356	18,547,267	4.81
3	Oregon	783,389	3,315,112	4.23
4	Connecticut	1,380,631	5,437,792	3.93
5	New Hampshire	443,083	1,741,138	3,92
6	Vermont	352,428	1,362,578	3.86
7	Indiana	2,930,390	10,845,151	3.70
8	Washington	1,356,621	4,795,614	3.53
9	Rhode Island	604,397	2,096,731	3.46
10	Ohio	5,759,394	17,809,088	3.09
10	Utah	449,396	1,381,776	3.09
12	Wisconsin	2,632,067	8,090,808	3.08
13	New York	10,385,227	31,579,223	3.04
14	Illinois	6,485,280	18,875,939	2.91
15	Michigan	3,668,412	9,764,661	2.66
16	Minnesota	2,387,125	6,281,803	2.63
17	Wyoming	194,402	505,178	2.59
18	Colorado	939,629	2,435,120	2.58
19	Iowa	2,404,021	6,077,679	2.52
20	Maine	768,014	1,792,210	2.33
21	Nebraska	1,296,372	2,567,269	1.98
22	New Jersey	3,155,900	6,196,719*	1.96
23	Delaware	223,003	435,641	1.95
24	Montana	548,889	1,062,871	1.93
25	Missouri	3,404,055	5,556,975	1.63
26	South Dakota	636,547	968,266	1.51
26	Idaho	431,866	655,795	1.51
28	Kansas	1,769,257	2,418,214	1.36
29	Pennsylvania	8,720,017	10,460,450*	1.19
30	Arizona	334,162	369,469	1.10
31	Nevada	77,407	79,996*	1.03
32	Oklahoma	2,028,283	1,766,181	.86
32	Maryland	1,449,661	1,248,812	.86
34	North Dakota	646,872	503,103	.77
35	Kentucky	2,416,630	1,794,011	.74
36	Tennessee	2,337,885	1,503,975	.64
37	Florida	968,470	585,575*	.60
38	Georgia	2,895,832	1,455,490	.50
39	Texas	4,663,228	2,117,336	.49
40	North Carolina	2,559,123	1,166,422	.45
41	New Mexico	360,350	146,989	.40
42	Louisiana	1,798,509	709,978	.38
43	Alabama	2,348,174	869,761	.37
44	Virginia	2,309,187	839,880	.36
45	South Carolina	1,683,724	480,072	.28
45	West Virginia	1,463,701	414,072	.28
47	Mississippi	1,790,618	473,594	.26
48	Arkansas	1,752,204	324,280	.18

Average for the United States, 2.13; average for the Southern States, .465

* Data Incomplete

Table V
Inhabitants per Volume in College Libraries

The following table, based on the World Almanac for 1927, showing books in college libraries by states for 1923-24, and on the 1920 census of population, ranks the states according to inhabitants per volume in all college libraries--state supported, denominational, and others. The accompanying column shows the number of volumes in all college libraries in each state.

Rank	State	Population	Volumes	Inhabitants Per Volume
1	Connecticut	1,380,631	1,919,500	.72
2	Massachusetts	3,852,356	3,762,335	1.02
3	Rhode Island	604,397	353,800	1.71
4	Vermont	352,428	193,090	1.82
5	New Hampshire	443,083	242,000	1.83
6	Nevada	77,407	39,900	1.94
7	Maine	768,014	340,860	2.25
8	Colorado	939,629	409,141	2.29
9	Oregon	783,389	335,415	2.34
10	California	3,426,861	1,454,507	2.35
11	Maryland	1,449,661	607,851	2.38
12	New York	10,385,227	3,875,441	2.68
12	Utah	449,396	167,460	2.68
14	Illinois	6,485,280	2,369,964	2.73
15	Iowa	2,404,021	848,679	2.83
16	Minnesota	2,387,125	821,758	2,90
17	Ohio	5,759,394	1,880,685	3.06
18	New Jersey	3,155,900	1,014,575	3.11
19	Kansas	1,769,257	542,959	3.26
20	Wyoming	194,402	56,009	3.47
21	Missouri	3,404,055	930,358	3.66
22	Pennsylvania	8,720,017	2,356,539	3.70
23	Wisconsin	2,632,067	690,113	3.81
24	Indiana	2,930,390	750,851	3.90
25	Michigan	3,668,412	924,060	3.97
26	Nebraska	1,296,372	324,271	3.99
27	Washington	1,356,621	337,986	4.01
28	Virginia	2,309,187	571,128	4.04
29	Idaho	431,866	102,000	4.23
30	South Dakota	636,547	143,410	4.44
31	South Carolina	1,683,724	343,259	4.90
32	Montana	548,889	111,610	4.92
33	North Dakota	646,872	130,810	4.94
34	North Carolina	2,559,123	443,164	5.77
35	New Mexico	360,350	62,303	5.94
36	Arizona	334,162	55,000	6.07
37	Tennessee	2,337,885	375,491	6.23
38	Kentucky	2,416,630	356,513	6.77
39	Texas	4,663,228	677,154	6.89
40	Delaware	223,003	30,000	7.43
41	Louisiana	1,798,509	232,869	7.72
42	Georgia	2,895,832	359,652	8.05
43	West Virginia	1,463,701	149,605	9.78
44	Mississippi	1,790,618	166,025	10.78
45	Florida	968,470	87,915	11.01
46	Alabama	2,348,174	211,733	11.08
47	Oklahoma	2,028,283	146,272	13.87
48	Arkansas	1,752,204	122,100	14.35

Average inhabitants per volume for the United States, 3.20; average inhabitants per volume for the Southern States, 6.74

Table VI

Circulation of 47 Magazines in 1924[1]

The following table, prepared by Orlando Stone, Research Fellow in the Institute for Research in Social Science, University of North Carolina, shows how the states of the Union rank as readers of the forty-seven leading magazines of the United States, covering all types of magazines. The table is derived by dividing the population of each state by the combined circulation in each state of the forty-seven leading magazines with nation-wide circulation, covering the year 1924.

The forty-seven magazines are as follows: Ladies' Home Journal, Good Housekeeping, Woman's Home Companion, Delineator, Pictorial Review, Designer and Women's Magazine, People's Popular Monthly, McCall's Magazine, People's Home Journal, Modern Priscilla, Vogue, Saturday Evening Post, Literary Digest, Collier's Weekly, American Legion, Outlook, Life, Judge, Christian Herald, System, Scientific American, Popular Science, Forest and Stream, Physical Culture, Field and Stream, House Beautiful, Cosmopolitan, American, Review of Reviews, Harper's Magazine, Child Life, World's Work, Metropolitan, Scribner's Magazine, American Boy, Atlantic Monthly, Red Book, Century, Blue Book, Hearst's, Everybody's, St. Nicholas, Boy's Monthly, Photoplay, Motion Picture, Munsey's, Current Opinion.

Rank	State	Population	Inhabitants per Magazine
1	California	3,426,861	1.84
2	Oregon	783,389	2.17
3	Washington	1,356,621	2.40
4	Wyoming	194,402	2.42
5	Nevada	77,407	2.79
6	Colorado	939,629	2.92
7	New Hampshire	443,083	2,96
8	Massachusetts	3,852,356	3.02
9	Connecticut	1,380,631	3.07
9	Michigan	3,668,412	3.07
11	Ohio	5,759,394	3.09
12	Vermont	352,428	3.14
13	Maine	768,014	3.31
14	Iowa	2,404,021	3.32
15	Montana	548,889	3.37
16	Florida	968,470	3.43
17	Nebraska	1,296,372	3.45
18	New York	10,385,227	3.51
19	New Jersey	3,155,900	3.54
20	Minnesota	2,387,125	3.60
21	Illinois	6,485,280	3.61
22	Idaho	431,866	3.65
23	Indiana	2,930,390	3.70
23	Rhode Island	604,397	3.70
25	Pennsylvania	8,720,017	3.87
26	South Dakota	636,547	3.94
27	Arizona	334,162	3.95
28	Kansas	1,769,257	4.01
29	Utah	449,396	4.03

(Table VI continued)

29	Wisconsin	2,632,067	4.03
31	Delaware	223,003	4.16
32	Missouri	3,404,055	4.20
33	Maryland	1,449,661	4.65
34	North Dakota	646,872	4.80
35	West Virginia	1,463,701	5.08
36	Oklahoma	2,028,283	5.58
37	Texas	4,663,228	5.82
38	New Mexico	360,350	6.18
39	Virginia	2,309,187	6.52
40	Kentucky	2,416,630	7.68
41	Tennessee	2,337,885	7.89
42	Louisiana	1,798,509	7.94
43	North Carolina	2,559,123	8.77
44	Arkansas	1,752,204	9.07
45	Georgia	2,895,832	10.28
46	Alabama	2,348,174	10.76
47	South Carolina	1,683,724	10.81
48	Mississippi	1,790,618	12.49

Average circulation of magazines for the United States, 3.97; average for the Southern States, 8.33

Average number of inhabitants per magazine in the United States, 3.97; in the Southern States, 8.33

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1. University of North Carolina News Letter, April 15,1925.

Table IX

Circulation of Daily Newspapers, January 1925[1]

The following table, prepared by Orlando Stone, Research Fellow in the Institute for Research in Social Science, University of North Carolina, based on government statements of circulations, shows the rank of the states as readers of daily newspapers, and gives the number of inhabitants per daily paper, morning and evening, for each state. The table covers the total circulation of every daily paper printed in English published in the United States, 2,014 all told. The rank of the states is arrived at by dividing the population, 1920 census, of each state by the total number of copies of dailies published in each state.

Rank		Population	Number of Papers			Inhabitants per Daily Paper
			Evening	Morning	Total	
1	California	3,426,861	42	105	147	1.68
2	Massachusetts	3,852,356	11	62	73	1.77
3	New York	10,385,227	36	99	135	1.79
4	Missouri	3,404,055	9	58	67	2.05
5	Oregon	783,389	7	22	29	2.23
6	Ohio	5,759,394	18	116	134	2.42
7	Illinois	6,485,280	15	102	117	2.43
8	Washington	1,356,621	10	22	32	2.59
9	Maryland	1,449,661	5	10	15	2.73
10	Pennsylvania	8,720,017	34	125	159	2.78
11	Rhode Island	604,397	2	8	10	2.91
12	Michigan	3,668,412	6	51	57	3.04
13	Colorado	939,629	7	25	32	3.06
14	Indiana	2,930,390	22	97	119	3.16
15	Connecticut	1,380,631	7	27	34	3.30
16	Nebraska	1,296,372	7	18	25	3.35
17	Minnesota	2,387,125	5	31	36	3.45
18	Iowa	2,404,021	5	44	49	3.77
19	Utah	449,396	1	5	6	4.22
20	Wisconsin	2,632,067	2	44	46	4.47
21	New Jersey	3,155,900	7	29	36	4.70
22	Florida	968,470	13	22	35	4.82
23	Kansas	1,769,257	10	49	59	4.88
24	Maine	768,014	5	6	11	4.96
25	Delaware	223,003	1	2	3	4.99
26	Tennessee	2,337,885	5	15	20	5.05
27	Arizona	334,162	6	10	16	5.19
28	Texas	4,663,228	20	80	100	5.32
29	Nevada	77,407	3	4	7	5.52
30	Oklahoma	2,028,283	10	38	48	5.56
31	Montana	548,889	10	8	18	5.91
32	Vermont	352,428	2	8	10	6.13
33	Kentucky	2,416,630	9	21	30	6.63
34	Louisiana	1,798,509	5	11	16	6.71
35	West Virginia	1,463,701	9	21	30	7.00
36	New Hampshire	443,083	1	9	10	7.35
37	South Dakota	636,547	4	12	16	7.37
38	Wyoming	194,402	1	5	6	7.54
39	Virginia	2,309,187	9	20	29	7.68
40	Idaho	431,866	6	7	13	8.01
41	Georgia	2,895,832	6	20	26	8.43

(Table IX continued)

42	Alabama	2,348,174	3	21	24	9.12
43	North Carolina	2,559,123	13	29	42	9.74
44	North Dakota	646,872	2	8	10	11.92
45	Arkansas	1,752,204	6	28	34	12.29
46	South Carolina	1,683,724	6	12	18	12.44
47	New Mexico	360,350	1	6	7	14.30
48	Mississippi	1,790,618	3	10	13	18.11

Average number of inhabitants per daily newspaper in the United States, 3.20; in the Southern States, 8.19

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1. University of North Carolina News Letter, May 6, 1925.

TABLE IXa
Inhabitants per Book Store

The following table shows the rank of the states in average number of persons per book store. The rank is obtained by dividing the population by the number of book stores. The number of book stores from the American Book-trade Directory, 1925. Population from United States' Census of 1920.

Rank	State	Population	Number Bookstores	Number Inhabitants per Bookstore
1	New Hampshire	443,083	69	6,421
2	Vermont	352,428	47	7,498
3	Maine	768,014	89	8,629
4	Wyoming	194,402	21	9,257
5	Colorado	939,629	100	9,396
6	Connecticut	1,380,631	142	9,793
7	Massachusetts	3,852,356	356	10,821
8	California	3,426,861	311	11,018
9	New York	10,385,227	897	11,577
10	Arizona	334,162	27	12,376
11	Rhode Island	604,397	48	12,591
12	Washington	1,356,621	101	13,431
13	Nevada	77,407	5	15,481
14	Indiana	2,930,390	188	15,504
15	Oregon	783,389	50	15,667
16	Kansas	1,769,257	111	15,939
17	Utah	449,396	28	16,049
18	Iowa	2,404,021	143	16,811
19	Ohio	5,759,394	339	16,989
20	Florida	968,470	55	17,608
21	Montana	548,889	31	17,706
22	New Jersey	3,155,900	176	17,931
23	Illinois	6,485,280	360	18,015
24	Wisconsin	2,632,067	145	18,152
25	Michigan	3,668,412	198	18,527
26	New Mexico	360,350	19	18,965
27	Pennsylvania	8,720,017	452	19,269
28	Idaho	431,866	22	19,633
29	Nebraska	1,296,372	64	20,255
30	Missouri	3,404,055	162	21,012
31	Maryland	1,449,661	66	21,964
32	North Dakota	646,872	27	23,984
33	Minnesota	2,387,125	98	24,358
34	Oklahoma	2,028,283	70	28,975
35	South Dakota	636,547	20	31,827
36	Virginia	2,309,187	72	32,072
37	West Virginia	1,463,701	44	33,265
38	Texas	4,663,228	133	35,061
39	Tennessee	2,337,885	63	37,109
40	Arkansas	1,752,204	46	38,091
41	Georgia	2,895,832	73	39,669
42	Kentucky	2,416,630	60	40,277

TABLE IXa (Continued)

Rank	State	Population	Number Bookstores	Number Inhabitants Per Bookstore
43	North Carolina	2,559,123	63	40,611
44	South Carolina	1,683,724	38	44,308
45	Delaware	223,003	5	44,600
46	Louisiana	1,798,509	39	46,115
47	Mississippi	1,790,618	27	66,319
48	Alabama	2,348,174	33	71,156
		105,273,049	5,733	18,502
U. S. South				42,755

Exhibit B

American Library Association
86 East Randolph Street
Chicago, Illinois

SOUTHERN LIBRARIES

An article prepared by the Publicity Department
for the Blue Book of Southern Progress, 1927

There has been a decided and increasing interest in the library movement throughout the South during the past year. A number of new buildings have been constructed, many new libraries have been started and generally there has been increased financial support.

One of the new developments in library work - the county library - is making marked progress in the South. Under this system there is a central collection of books in charge of an experienced librarian at the county seat or some other large town. Branch libraries are maintained in all important towns and villages and smaller collections are placed in stores, schools, and churches. Rural mail delivery and parcel post service enable the librarian to send almost any book in the library to any individual in the county.

New county libraries have been established recently in Greenville, South Carolina; Pulaski County, Arkansas; Calhoun County, Alabama; McCracken County, Kentucky, and Bradley County, Tennessee. Active campaigns to establish county libraries are being carried on in a number of counties. A small appropriation for county library service has been made in several Mississippi Counties. Arkansas has passed a law making provision for the establishment of county libraries.

In Louisiana a state demonstration emphasizing the county library system has been carried on since 1925, under the direction of the Louisiana Library Commission. The success of this demonstration is clearly shown by circulation figures for 1926-27. Nearly 40,000 books were lent and over a thousand requests for information were received. Even during the Mississippi flood there was an average circulation of 60 books per day at the Richland Parish Library. A parish or county library is now in operation in Richland Parish and the Commission is working toward the establishment of others.

Because the work of the Louisiana Library Commission was interrupted by the Mississippi flood, a grant of $35,000 was made by the Carnegie Corporation through the A.L.A. for the continuance of the work for two years more.

Other grants made after the Mississippi flood through the American Library Association from emergency funds set aside by the Carnegie Corporation for library relief were:

Mississippi State Supt. of Education for replacing school libraries.	$2,000.00
Arkansas Free Library Service Bureau for books for the use of school and public libraries.	700.00
Missouri Library Commission for school libraries	600.00
Richland Parish Library, Louisiana	500.00
St. Martinsville High School, Louisiana.	250.00
Greenville Public Library, Mississippi	500.00
Yazoo City Library Association, Mississippi.	500.00
	$5,050.00

State leadership in library development has been strengthened during the year. In Maryland the state appropriation has been increased. In South Carolina legislation to establish a library commission is now pending. A bill for a first appropriation for state field work is pending in the Mississippi legislature. In Florida a new state library has been established. Library service was given special attention in the recent state-wide educational survey of Virginia. In Tennessee a Library Survey Commission is making plans for a survey looking toward a program for state wide library development.

The South has been active in the nation-wide movement for the advancement of adult education through the library. One of the first adult education departments with a readers' adviser to be established in any library in the United States was in the St. Louis Public Library. Special adult education departments have been

included in the new library at Birmingham, Alabama and at Mount Pleasant Branch Public Library, Washington, D. C. Efforts are being made to supply more books for adult readers. At a State Illiteracy Conference held at the University of Alabama in June a resolution was passed proposing to send out libraries for slow adult readers from established state or county centers. In eleven Lay-By and Opportunity Schools in Greenville County, South Carolina, students from fourteen to twenty-eight years of age are being provided with books from the Greenville Public Library. In North Carolina books are being supplied to some of the community schools.

A recognition of the necessity for training persons for library work has brought about a demand in the South for courses in library science. To meet this need library schools were established in St. Louis and Atlanta. In 1927 thirty-five students were enrolled in the St. Louis Library School, St. Louis Public Library and twenty-one in the Library School, at the Carnegie Library of Atlanta. Both of these schools are on the list of library schools accredited by the Board of Education for Librarianship of the American Library Association. Summer courses were given at the University of Georgia, the University of North Carolina, Johns Hopkins University (cooperating with the Enoch Pratt Free Library) and at the Louisiana State University. All of these summer courses were accredited by the Board of Education of the American Library Association. Thirty-seven librarians representing eight southern states attended a summer institute held at Emory University at Atlanta. Sixty-four people, irrespective of the staff of the St. Louis Public Library and the students of the St. Louis Library School, attended the ten day institute for library trustees and librarians at the St. Louis Library School. Over thirty librarians were present at a conference at the Hampton Institute Library School.

The outstanding event in the school library field during the year was the adoption by the Southern Association of Colleges and Secondary Schools of a definite program whereby the standard of school libraries in the South will be measurably raised in three years.

Notable among library buildings either planned or completed during the past two years are the Public Library at Birmingham, Alabama, the D. H. Hill Library of the North Carolina State College of Agriculture and Engineering (cost, $265,000), the Pack Memorial Library, Asheville, North Carolina (cost, $350,000), the Meredith College Library (which is part of the administration building), the library for the co-ordinate college of Duke University (cost, $325,000), the Asa Griggs Candler Library at Emory University, Georgia (cost, $400,000), and the Public Library at Lakeland, Florida (cost $75,000).

A municipal loan of $3,000,000 for a new central building for the Enoch Pratt Free Library at Baltimore has been voted. Funds are being raised at Wesleyan College, Macon, Georgia for the building of a library to contain about 50,000 volumes.

Among the cities which have either established new libraries or voted their first library tax during the year are Danville, Virginia, Staunton, Virginia, Fairmont, West Virginia, Martinsburg, West Virginia and Webster Groves, Missouri.

Exhibit C

NEW STANDARDS FOR SOUTHERN HIGH SCHOOL LIBRARIES

By Louis R. Wilson, Librarian
University of North Carolina

At the meeting of the Association of Colleges and Secondary Schools of the Southern States at Jacksonville, Florida, November 29-December 2, 1927, a new chapter was written in the development of Southern high school libraries, the form through which this new development expressed itself being the adoption of a set of standards which, when carried out, will place the high school libraries of the South at the very center of Southern secondary school activity.

NEW CONCEPTION OF SCHOOL LIBRARIANSHIP

Prior to the adoption of the new standards, which must be complied with within three years by all of the schools on the Association's accredited list, the one and sole library requirement rested on the conception of the library as a collection of books. Accordingly, this requirement was that each school, regardless of the size of its enrollment, should have a book collection of 500 volumes exclusive of duplicates and government documents.

The new standards, which are given below, spring from an entirely different conception. While emphasis is still placed on books, a far greater emphasis is placed on the importance of the teacher-librarian—a member of the faculty who, while not teaching through textbook or lecture, nevertheless teaches most effectively through book and periodical and picture and other library materials and who, through co-operation with other members of the teaching staff, contributes to the effectiveness of their individual class instruction.

It is frankly recognized that "the child no longer studies geography. He studies how the world travels; how it is sheltered, clothed, and fed. As an individual he may be presented with a 'challenge'; as a member of a group he helps to work out a project. In either case he attacks his subject from the point of view of the investigator and the doer, not merely from that of the learner and memorizer. The class descends upon the school library individually, collectively, or through a committee. The librarian and the teacher have been in conference and the former is ready. For each child there is a book suited to his particular age, interest, and ability as far as the experience and expert knowledge of the librarian make it possible. But this is not all. This same librarian goes about it to train the child in the methods of independent investigation. He learns how to take notes; how to judge the value of a book from its date; how to use convenient tools like indexes and card catalogs. And so whether the school functions under the platoon plan with regularly scheduled library hours, or under the Dalton plan with its trend towards individual instruction, the library is of the very warp and woof of its educational scheme. There must be a room set apart, and books, and a

library teacher, someone who combines knowledge of books and library technique with sufficient knowledge of educational methods to make the library an integral part of the school's educational scheme and not an appendage or an extra-curricular activity.''

General Considerations

In order to secure the proper organization and administration of this new type of library by a competent librarian, it was recognized by the Association that books should be procured in proportion to the size of the enrollment, that adequate quarters and equipment should be provided, that librarians familiar wth the purposes of the curriculum and trained in library technique should be employed, and that appropriations for new acquisitions should be made a regular part of the school's annual budget.

In the main, the standards as adopted run considerably ahead of the requirements of the respective state departments of education in the South, and somewhat behind those of the National Education Association and the American Library Association. In detail they are as follows:

EQUIPMENT

1. *Enrollment of 100 or less students to 200.*

Separate classroom or end of study hall fitted up with shelving, tables, and chairs; always accessible to students, but under supervision.

2. *Enrollment of 200 to 500 students.*

Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

3. *Enrollment of 500 to 1000 students.*

Same as above with separate library *work* room and essential office equipment.

4. *Enrollment of 1000 or more students.*

Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the use of the library are desirable.

(*If necessary*, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4).

BOOKS

1. *Enrollment of 100 or less students.*

500 well-selected books, exclusive of government documents, text-books, and duplicates, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also, one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

2. *Enrollment of 100 to 200 students.*

500 to 1000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

3. *Enrollment of 200 to 500 students.*

1000 to 2500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

4. *Enrollment of 500 to 1000 students.*

2500 to 5000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

5. *Enrollment of 1000 or more students.*

5000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

LIBRARIAN

1. *Enrollment of 100 or less students.*

Teacher-librarian with at least 6 weeks summer course in library science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

2. *Enrollment of 100 to 200 students.*

Half-time librarian with a one-year course in an accredited library school, or half-time with college graduation and a 12 weeks summer course in library science.

3. *Enrollment of 200 to 500 students.*

Full-time librarian with same qualifications and educational background as teachers and a one-year course in an approved library school. One or two years teaching experience is very desirable.

4. *Enrollment of 500 to 1000 students.*

Same as above, with sufficient help and some experience in teaching or library especially desirable.

5. *Enrollment of 1000 or more students.*

Full-time librarian with college graduation and at least one year in an approved library school. Teaching and library experience especially desirable —a good contact with children already established. For every 1000, or major fraction thereof, enrollment there shall be an additional full-time trained librarian.

APPROPRIATION

1. *Enrollment of 500 or less students.*

Annual appropriation of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

2. *Enrollment of more than 500 students.*

Annual appropriation of at least 75 cents per student per year for books, periodicals, etc., exclusive of salaries.

COURSES IN USE OF LIBRARY

Course of at least 12 lessons in use of the library given by the librarian or teacher-librarian, preferably in first year high school.

ORGANIZATION

1. *Enrollment of 100 or less students.*

   At least an adequate shelf-list made and adequate loan system insatlled.

2. *Enrollment of more than 100 students.*

   Card catalogues, shelf-list, accession record and adequate loan system.

The standards suggested above shall be complied with within a period of three years, with the view to the later adoption of the standards approved by the National Education Association, the North Central Association of Colleges and Secondary Schools and the American Library Association.

Exhibit D

STATISTICS OF UNIVERSITY LIBRARIES, 1926-27

		Vols. in Library	Vols. added '26-27	Expended on books '26-27	Appropriated '27-28	Staff	Salaries
1.	Brown	351,202	15,185	$ 37,182	$ 37,282	23	41,410
2.	Bryn Mawr	116,492	4,676	16,870	16,000	10	16,050
3.	California	665,680	28,278	86,282	72,500	40	121,175
4.	Chicago	768,559	30,352	105,785	100,754	106	164,571
5.	Colorado	182,655	8,855	24,721	27,225	16	26,473
6.	Columbia	1,192,343	37,145	120,461	119,916	133	262,116
7.	Cornell	787,127	10,188	53,901		20	71,125
8.	Dartmouth	235,000	8,500	34,500	50,000	19	39,600
9.	Harvard	2,622,400	119,596	125,228			122,960
10.	Illinois	708,850	25,522	109,512	96,100	51	132,838
11.	Indiana	188,199	7,349	18,983	25,875	20	37,684
12.	Iowa	266,132	17,965	52,879	46,000	34	73,696
13.	Johns Hopkins	293,067	9,825	44,142	35,071	26	41,130
14.	Kansas	191,907	16,220	24,500	24,500	21	28,730
15.	Michigan	649,912	30,494	114,286	127,466	117	221,150
16.	Minnesota	501,507	27,500	104,868	82,255	62	116,795
17.	Missouri	240,784	8,543	35,322	32,500	22	45,117
18.	Nebraska	209,048	4,375	40,000	40,000	32	41,000
19.	Northwestern	280,425	16,827	63,753	50,000	29	58,094
20.	North Carolina	180,032	18,191	37,428	43,000	20	41,587
21.	North Dakota	91,313	3,662	10,509	9,050	6	13,281
22.	Oberlin	285,417	11,173	18,187	22,500	26	37,706
23.	Ohio	305,905	25,859	52,570	65,325	40	80,800
24.	Oregon	167,335	15,898	32,907	32,900	21	41,987
25.	Pennsylvania	635,070	19,745	69,709	71,339	65	93,719
26.	Princeton	594,195	21,178	63,302	57,819	62	90,928
27.	Rochester	163,700	8.101	47,998	52,570	19	41,384
28.	Smith	145,866	12,165	16,367	16,000	10	15,847
29.	Stanford	420,516	13,742	45,445	44,765	32	66,755
30.	Texas	388,016	31,362	74,818	35,000	26	52,530
31.	Vassar	150,800	5,953	14,993	17,202	17	31,888
32.	Virginia	140,000	3,858	10,083	11,070	14	16,215
33.	Washington (St.L.)	277,885	16,584	29,967		19	31,360
34.	" (Seattle)	174,668	13,169	37,809	35,000	24	62,367
35.	Wellesley	119,913	4,323	14,216	15,500	15	29,450
36.	Wisconsin	359,067	17,817	54,236	46,725	34	74,093
37.	Yale	1,838,099	71,895	116,343	105,397	75	137,726

1. Not including John Carter Brown Library.
6. Including for the first time Barnard and Teachers' College.
7. Books added do not include department libraries. Staff includes only General Library.
14. Not including cost of binding $4,500.
23. Amount available covers 18 months.
27. Total vols. include 18,750 medical sets in use but not accessioned.
29. Not including Hoover War Library which has budget of $29,365.
33. Columns 1,2 include Mo.Botanical Gardens Library. Others exclude it.
34. Not including Law Library, 48,883 volumes.
36. Statistics here given are for 1925-26.

The University of North Carolina ranks 28th in number of volumes in the Library; 14th in volumes added in 1926-27; 22nd in expenditure for books; 19th in appropriation; 25th in number of staff; and 21st in amount paid for salaries.

Exhibit E

THE UNIVERSITY OF NORTH CAROLINA RECORD

THE REPORT OF THE LIBRARIAN 1926-27

REPRINT FROM THE PRESIDENT'S REPORT FOR 1926-27,
CONTAINING REPORTS OF THE PRESIDENT AND
OTHER ADMINISTRATIVE OFFICERS

CHAPEL HILL, N. C.

Report of the Librarian

To the President of the University:

I have the honor to present the report of the library for the fiscal year July 1, 1926, to June 30, 1927, together with additional information covering the general work of the library to October 31, 1927.

Presentation of Plans for New Library

The most important work of the library for the year 1926-1927 was the careful study of the functions of the library in the life of a modern university and the preparation of plans, and their presentation before the legislature, of a new building capable of housing the University's rapidly expanding library services and resources. On the basis of the study made of the University's needs, the needs of the library, as set forth in my report last year, were placed at the head of the list by the faculty and Trustees, and the legislature was asked to provide an appropriation of $865,000 for the erection of a new building, with the result that, after considerable discussion, $625,000 was appropriated for a unit of the proposed building to which the wings, at a cost of $240,000, can be added later with only slight modification of the major plan for the immediate and future library development. With the question of appropriation settled, detailed plans for the building have been carefully elaborated with the expectation that ground for the new building will be broken by the date of publication of this report.

New Questions to Be Considered

Now that the question of the new building has been settled, other questions of library development of vital importance to the University emerge for consideration. As I visualize them at present, there are five:

1. *Special Collections Needed.* The first of these is the need of determining in what fields the University is going to offer graduate or professional instruction which can be offered by the University more appropriately and with more distinction than by universities and colleges in other sections. The University owes it to the state and nation to take its place as a national university in fields which institutions in other sections cannot, with reasonable expectation, be expected to occupy. The rapid growth of the Graduate School, drawing students from the entire south, accentuates the need of specific definition of these fields, and calls for complete coöperation between the Graduate School and the library.

2. *Increased Book Funds Required.* Obviously, if the University is to define and cultivate specific fields which are peculiarly open to it, the book funds of the library must be immediately and greatly increased. During the year an appropriate committee should be put to work on defining the fields and setting up a schedule of essential annual incomes for such purposes, so that when the new building is ready for occupancy, funds will be available for the expansion contemplated. The dedication of the new building should be signalized by the announcement of increased appropriations from the state and endowment from friends to insure the rapid acquisition of such materials as are required to put the library in the class of the nation's distinctive institutions.

3. *Bibliographical Resources Needed.* A third need for which provision should be made is that of greatly increased bibliographical resources. At present, the section between Washington and the University of Texas is without a single great bibliographical center. The library here has recently acquired a set of the Library of Congress cards, and in recent years has so extended its American, English, and Continental bibliographical holdings as to make it the logical place for such a bibliographical center. The collection of thirty thousand odd volumes of files of the transactions and journals of scientific and learned societies, rich in bibliographical data, also increases the bibliographical resources of the library.

4. *Personnel.* A fourth need of the library in order to make it the effective institution it should be, is that of additional highly trained personnel. At present the library is functioning efficiently in making available to students and faculty such material as it has, but it is doing this within comparatively limited ranges. When the libraries of certain schools which are now housed separately are brought back to the library and the greater concentration of all library materials is provided in the new building, and when the work of the Graduate School is extended and the bibliographical resources are properly developed, it will be essential that the staff be increased and that those placed in charge of the more highly specialized activities of the library be persons of unusual training, both in the subject matter in which they have specialized and in library administration.

5. *A Library School Is Needed.* The last significant need which I shall mention in this connection is that of the establishment of a library school by means of which the University may take its rightful place in the preparation of librarians, particularly librarians for the development of school libraries throughout the state and the south. During the recent summers the enrollment in the library courses given in connection with the Summer School has steadily increased. In view of the raising of library standards for southern schools by various state departments of education and by the Association of Colleges and

Secondary Schools of the Southern States and of the emphasis which is being placed upon the use of books in both high schools and elementary schools as an instrument of instruction, the demand for trained school librarians has far outrun the supply. The University could, therefore, with great profit to the whole secondary and elementary school systems, enter this field of special training and thereby make a distinctive contribution to the educational progress of the section.

Other Significant Developments of the Year

It is gratifying to note other significant developments in the library during the year. Among these are included the largest addition of volumes, 18,191, ever added in a given year; an increase in the periodical subscription list, including periodicals and the transactions of learned societies received in exchange, of from 1,700 to 2,464; an increase in the combined circulation of the main library and the School of Education library of from 170,155 in 1925-1926, to 202,808 in 1926-1927, 19 per cent; the appointment of a full-time librarian for the School of Commerce, and plans resulting in the appointment of full-time librarians for the School of Law and the Department of Geology in 1927-1928, whereby the services of all three departmental libraries have been made far more efficient than formerly; the provision in 1927-1928 of two full-time new members of the main library staff.

Distinctive Gifts and Purchases

Gifts. During the year 1926-1927 the library has received the following valuable gifts:

From the Hispanic Society of America, about 150 volumes of their publications, which include copies of old Spanish manuscript documents, new editions of Spanish classics, bibliographies, catalogues of art collections owned by the Society, essays on Spanish art and artists, facsimiles of old charts, studies in historical geography, biography of Spanish Americans; in short, books about Spain and Spanish America covering almost every field, and especially strong in history, literature, and art.

From the Grolier Society, the 20-volume set of the Book of Knowledge.

From the National Electric Light Association, 38 volumes of the Convention Proceedings of the Association.

From Miss Elsa Beust, 100 volumes of school textbooks.

From the North Carolina State Department of Public Instruction, several hundred reports of state school commissions and superintendents.

From Dr. E. W. Knight, a good many of these state reports, and also seventy-odd volumes of school textbooks.

From Dexter M. Keezer, the first 39 volumes—1887-1925—of the U. S. Interstate Commerce Commission Reports.

From Miss Mary McBee Hoke, the law library of her father, the late Chief Justice William A. Hoke of the North Carolina Supreme Court, 1,018 volumes.

From George Watts Hill, of the Class of 1922, a copy in marble of "Venus at the Bath," by Givanno Barranti.

Purchases. The general library joined with the Departments of History and Romance Languages to purchase a set of *Collection des Documents Inédits*, about 300 volumes of French state papers.

The Music Department, Eulenburg's *Kleine Orchester-Partitur-Ausgabe*, a set of orchestra scores, 56 bound volumes and 342 unbound.

The Department of Philosophy, Baeumker's *Beiträge zur Geschichte der Philosophie des Mittelalters*, 26 volumes.

The Department of English, a set of the facsimiles of the Shakespeare first quarto, in 42 volumes. Dr. Royster bought for the Department in England more than 100 books.

The German Department, the 20-volume set *German Classics of the 19th and 20th Centuries, Masterpieces of German Literature translated into English*, edited by Francke & Howard.

The Department of History, F. González Guinan's *Historia Contemporánea de Venezuela*, in 10 volumes.

The Kenan Fund, an almost complete run, from 1880 to 1919, of the *Year Book* of Charleston, South Carolina.

Baskerville Memorial Collection

Through the interest of former students and friends of the late Dr. Charles Baskerville, a member of the faculty of the University of North Carolina Department of Chemistry from 1891 to 1904, the Baskerville Memorial Fund has been established, the income of which is to be used for the purchase of books on chemistry. The initial amount contributed was $310, which is to be added to until the fund is of sufficient size to insure the building up of a memorial to one of the University's professors who was held in especial esteem, not only by the Department of Chemistry, but by the entire University community.

North Carolina Collection

The North Carolina Collection added during the year 532 bound volumes and 3,307 pamphlets. Capt. S. A. Ashe gave a complete collection of his writing, including a scrapbook of his newspaper articles; Mr. R. A. Urquhart and Mrs. Burges Urquhart gave the Lewis Thompson Collection of agricultural and other North Carolina periodicals; Rev. J. F. McDuffie gave a file of the Minutes of Mt. Zion Baptist Association covering the years 1879-1926, especially interesting as a source for the history of the Baptist Church in this community;

the University of Missouri Library gave a collection of North Carolina college catalogues. In addition to these, gifts to the North Carolina Collection were received from others whose names are to be found following the donors to the general library.

The collection of rare books on North Carolina has been enriched by the acquisition of a number of volumes from the Library of Bishop Joseph Blount Cheshire. Among these are the very rare 1764 edition of North Carolina laws published by James Davis, and original editions of the Journals of the North Carolina Constitutional Conventions of 1788 and 1789. Interesting collections purchased during the year are: The John McDowell Collection of pamphlets, published mainly during the period from 1840 to 1860, and numbering about 400 titles, agricultural periodicals, railroad and educational reports; a large collection of North Carolina material purchased from a Brooklyn book dealer, adding 501 books and pamphlets. The purchase of these collections was made possible through the gifts of funds by Mr. A. B. Andrews, Mr. John Sprunt Hill, Mr. John Motley Morehead, and the Institute for Research in Social Science of the University.

Periodical, Exchange, and Binding Department

There has been a steady increase in this department during the year, both in the use of periodicals already available and in the effort to meet further the needs of the faculty and students of the University. Sixty new subscriptions were added. These, with the old subscriptions, exchanges, newspapers, and United States government periodicals, made a total of 2,464 publications currently received. New sets or volumes to complete old files were bought to strengthen the collection, bringing the total number of bound periodicals available in the University libraries to more than 30,000 volumes. Noticeable among the new purchases were:

Archives de Zoölogie Experimentale et Générale, 20 volumes; *Cambridge Mathematical Journal*, 13 volumes; *Carnegie Library of Pittsburgh-Technical Book Review Index*, 8 volumes; *Cornhill Magazine*, 134 volumes; *La Critica*, 14 volumes; *English Studies*, 7 volumes; *German American Annals*, 14 volumes; *Jahrbuch für Philosophie*, 8 volumes; *Journal of Accountancy*, 22 volumes; *Logos*, 15 volumes; *Mineralogical Magazine*, 16 volumes; *Music Supervisors' National Conference—Journal of Proceedings*, 11 volumes; *Psyche*, 6 volumes; *Quarterly Review*, 182 volumes; *Revue Historique*, 84 volumes; *Romanische Forschungen*, 39 volumes; *South Carolina Historical and Genealogical Magazine*, 11 volumes.

The efforts of the Exchange Department were fruitful but limited by the lack of time of members of the staff to carry on the work, owing to other duties, rather than by the lack of possibilities in developing this field. New exchange relationships were established with a number of other universities and societies in the United States and in foreign

countries. Two hundred and twenty-six items of university publications were sent on current exchange account to other institutions. A number of these items were volumes from the University Press, which the library may exchange to a limited extent, for volumes needed for its collection. Some of the more important sets received on exchange account were:

Archives Néerlandaise de Sciences Exactes et Naturelles, 23 volumes; *Kansas Academy of Science-Transactions*, 19 volumes; *Nassauischer Verein für Naturkunde, Wiesbaden-Jahrbücher*, 40 volumes; *New England Historical and Genealogical Register*, 26 volumes; *New York Historical Society Collections*, 50 volumes, *News Notes of California Libraries*, 20 volumes.

Besides these sets and the publications currently checked, 292 volumes were received. One hundred volumes were from the New York State Library, which sent all of their publications available that were needed to complete the files in this library. In addition to these, the University of Chicago sent 294 theses, and other universities 408.

By an act of the state legislature, the library was given an opportunity of exchanging North Carolina session laws and supreme court reports for those of other states. Arrangements were made for receiving in this way volumes from 25 states and territories. This will greatly help the work of the law library.

There was an increase of 40 per cent over last year in the number of volumes collated and sent to the bindery, 3,036 volumes having been added. The work of checking for the Union List of Serials the library's files of periodicals was completed.

New Subscriptions

Subscriptions for periodicals not taken before 1926-1927, or not previously included in the library report, were entered as follows:

Accounting Review, American Accountant, American Bankers Association Journal, American Collector, American Magazine of Art, American Mineralogist, American Scandinavian Review, American Statistical Association Journal, Association of Public Teachers of Law Journal, Barron's Weekly, Board of Trade Journal, Book Chat, Bulletin Hispanique, City Planning, Classical Quarterly, Coöperative Marketing Journal, Cotton, La Critica, Economic History Review, Explosive Engineer, Guide to Current Official Statistics, Housing Betterment, International Labour Review, Index to Labor Periodicals, Information Service, Inland Printer, International Journal of American Linguistics, Jahrbuch für Philologie, Jahrbuch für Philosophie und Phänomenologische Forschung, Labor, Logos, Loyola Educational Digest, Magazine of Wall Street, Mineralogical Magazine, Music and Letters, Music Supervisors' National Conference Proceedings, National Real Estate Journal, New England Water Works Association Journal, New South,

Practical Druggist, Psyche, Psychological Abstracts, Quarterly Bulletin of Rural Education, Revue Bryologique, Revue d'Historie de la Philosophie, Revue de Linguistique Romane, Revue Musicale, Romanische Forschungen, Shepard's Southeastern Reporter Citations-Cumulative Supplement, Shepard's Southern Reporter Citations-Cumulative Supplement, Southern Advertising and Publishing, Special Libraries, Symposion, Technical Book Review Index, Town Planning, Trust Companies Magazine, United States Review, United States Tobacco Journal, University Journal of Business, Western Druggist.

Catalogue Department

The catalogue department has catalogued the current accessions received through the main library, with the exception of government documents and law books, including some volumes from the C. Alphonso Smith collection and about five hundred volumes of the Nash Collection.

Work has been continued on the law library catalogue and a shelflist and a checklist have been begun for Supreme Court reports and session laws of the various states. It is hoped that this work will be completed in the coming year.

The total number of cards in the main catalogue is estimated at 224,300. The work of filing Library of Congress depository catalogue cards has progressed slowly. About 28 per cent of the 995,000 cards have been filed during the year, and the department has kept nearly up to date the filing of the current cards. The work has been pushed as rapidly as possible without the employment of special assistance.

Circulation Department

As indicated in a foregoing paragraph, the circulation of books in the main library and the library of the School of Education increased from 170,155 in 1925-1926, to 202,808 in 1926-1927, an increase of 19 per cent during the year. In addition to this and the increase in the use of the resources of the library noted statistically, there have been other significant extensions of service within the main and departmental libraries of which no detailed record is kept. The increase in the use of books during the Summer School has been particularly significant, the circulation in 1926-1927, 43,638, exceeding that of 1925-1926, 35,450, by 8,188, or 23 per cent. The increase in the number of books placed on reserve by instructors for class use has also been significant, there being a 100 per cent gain in this instance over that of 1925-1926. The circulation department also has noted a steady increase of service to graduate students.

In order to stimulate interest on the part of the student body in general reading, the circulation department inaugurated, during the year, an open shelf service through which new books were brought

to the attention of the students. Attractive book covers and special book notes concerning the books made available were placed on bulletin boards and interest in keeping up with the more significant new titles was greatly stimulated.

Reference Department

Special mention in this report has not previously been made of the work of the reference department. This department was established in 1924 and has steadily demonstrated its value throughout the entire University.

As a service to faculty members and graduate students, the library has during the past few years borrowed from the larger libraries of the country a number of scholarly works for temporary use in research. Statistics of these inter-library loans for the last four years are as follows: 1923-24, 150 volumes; 1924-25, 169 volumes, 1925-26, 225 volumes; 1926-27, 299 volumes. Conversely, other college and university libraries, chiefly in North Carolina and throughout the south, have borrowed books of a similar character from this library for the use of their scholars. During the period from January 1 to October 31, 1927, 146 volumes were thus loaned to libraries in ten states.

Within the year 27 bibliographies of some length have been prepared on request for the use of faculty members, graduate students, and correspondents engaged in serious research, as well as 16 bibliographies for intercollegiate and intersociety debaters. Also, a subject index on cards for all theses written at the University from 1894 to 1927 has been made available.

A large though uncounted number of reference works, bound and unbound periodicals, and books and pamphlets from the North Carolina Collection are constantly used in the building without formal charge.

Women's Clubs Section

During the year 407 clubs were assisted with programs and library service and 436 clubs were assisted with programs without library service. To these clubs there were sent 7,128 letters, 12,832 books and pamphlets, and 71 Victrola records.

Library Extension Service

The library extension service, which coöperates with the bureaus of Community Drama, High School Debating and Athletics, Correspondence Instruction, and Class Instruction of the University Extension Division maintained an active service throughout the year. Its resources were made available as follows: letters, 10,174, books, 11,557, pamphlets 6,348.

Notable Year for Law Library

Growth in the holdings of the library of the Law School was most gratifying during the past sixteen months. Through special appropria-

tions and the gift of the late Chief Justice William A. Hoke's library, 5,000 volumes of reports, laws, texts, encyclopedias, and English reports have been added and the whole collection has been organized and brought under the control of a staff consisting of a full-time librarian and four student assistants. It is also most gratifying to report that as a result of an enactment on the part of the recent legislature, provision was made for the filling out of ten complete sets of the North Carolina Supreme Court reports and for the exchange of North Carolina reports and statutes for those of other states.

Recommendations

Reference has already been made in the opening section of this report to matters of fundamental importance in the policy of the library for the immediate future and recommendations will be made later in the budget requests for 1927-1928 for personnel and equipment. It is important, however, that the following matters receive consideration during the coming year.

1. *Expert Supervision.* With the growth of the student body, and particularly with the development of the Graduate School, the necessity of providing expert supervision of the loan desk and of the reference desk has become steadily more apparent. At present, members of the regular staff, other than student assistants, are not on duty after 5:30 in the afternoon, which means that the desk and reference services are in the hands of student assistants from that hour until the library closes at 10:30. Inevitably, questions are asked and service is demanded during this period which call for bibliographical experience more extensive than the student assistants possess, with the result that the library does not function as effectievly during this period of the day as it should. In order to meet this very serious situation, the staff should be increased by the addition of at least two full-time trained members.

2. *Summer School.* Owing to the growth of the Summer School and the double length of the summer term, the library finds itself confronted during the summer months with its heaviest work of the year, as more books are used during the Summer School than any other period of the year. The presence of a large number of graduate students also tends to make more complex the service required. This multiplication of demands for service also falls at the time during which the members of the staff are offering instruction in library subjects in the Summer School or are on vacation, with the result that the staff is more or less disorganized at the time when the greatest demands are made upon it. Provision should be made, either through the budget of the library or the Summer School, by which this situation may be improved.

3. *Exchanges.* One of the most gratifying results of the activities of the library during the past year was the extension of exchange relationships between the University and other institutions and learned societies. The value of the materials received in this way is so great and is so capable of further extension, that a full time member of the staff should be secured to direct this undertaking.

4. *Law School.* Emphasis has been placed during the past two years upon the building up of the library of the Law School. Special appropriations should be continued for this purpose until the fundamental sets for this library are secured. In addition, funds should be provided for a large number of volumes in the collection which are at present in need of rebinding.

5. *School of Education.* As the School of Education develops its practice school in the fields of elementary and secondary education, it should have, for the use of its students, model high school and elementary school libraries. The importance of this recommendation becomes apparent when it is realized that, in the conduct of the modern school, library materials are rapidly taking the place, in instruction, of formal lectures and textbooks. Students in education, preparing to assume control of schools, should therefore have every opportunity of familiarizing themselves with library resources essential to the best school practice.

LIBRARY STATISTICS

Acquisitions—Books

Gifts from individuals, societies and institutions	4,244
Gifts from the United States Government	199
Bound volumes of periodicals from the bindery	1,852
Volumes through purchase	12,096
Total number of volumes received this year	18,191
Total number of volumes in library, June 30, 1927	176,972
Total number of volumes in library, October 22, 1927	180,032

LIBRARY FINANCES, 1926-1927

Receipts

University appropriation, "books," maintenance, salaries	$69,165.00
University appropriation, building and equipment	1,000.00
University appropriations, salaries (instruction)	10,250.00
Miscellaneous receipts (gifts, fines, etc.)	3,019.60
Balance from maintenance, 1925-1926	437.10
Deficit from maintenance, 1926-1927	616.54
Total	$84,488.24

Disbursements

Deficit from equipment	$ 350.42
Binding for the general library	2,381.25
Books, department periodicals and bindings	31,748.14
Building, equipment and repairs	610.94

Express and freight	$ 928.73
Miscellaneous	318.15
Periodicals for the general library	1,977.42
Press	1,000.00
Salaries	34,674.45
Wages	6,912.65
Supplies	2,858.75
Telephone and telegraph	242.00
Travel	294.61
Balance from equipment	190.73
Total	$84,488.24

INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE

Books, periodicals and pamphlets	$59.84

SCHOOL OF COMMERCE

Books	$ 965.51
Periodicals	296.57
Total	$ 1,262.08

LOAN DESK ACCOUNT

Receipts

On hand July 1, 1926	$ 42.87	
Received by fines, lost books, etc	1,811.88	
Revolving fund	50.00	$ 1,904.75

Disbursements

To deposits with treasurer	1,814.39	
To revolving fund	50.00	
To balance due 1927-28	40.36	$ 1,904.75

Circulation

Books loaned at desk of main library	172,046
Books loaned at education library	30,756
Books and pamphlets mailed to women's clubs	12,645
Books and pamphlets mailed to schools	24,614
Letters to women's clubs	7,128
Letters to schools	10,174
Inter-library loans	146

CATALOGUE DEPARTMENT

Total number of volumes (pieces) catalogued	8,268
New cards added to main catalogue	20,292
New cards added to department catalogues	3,151
Total number of catalogue cards made	23,443
Net gain in catalogue	23,002

Lists of Donors

American Academy of Opthalmology and Otolarynegology; American Electric Railway Association; American Jewish Committee; American Proctologic Society; American Relief Administration; American Society for the Control of Cancer; American Societies of Civil and Mechanical Engineers; Amherst College; English Bagby; Bankers Trust Company; Rev. Margaret B. Barnard; Miss N. L. Baskerville; Garrett Baxter; Beethoven Association; Miss Elsa Beust; Edwin Bjorkman; B. D. Boreman; J. C. Box; Trustees of the British Museum; R. P. Brooks; Brown University Library; Carnegie Endowment for International Peace; Carnegie Institute of Washington; Miss M. D. Carter; Edouard Champion; Chi Phi Fraternity; Chicago Board of Education; Cook County Board of Commissioners; P. H. Daggett; D. B. Delavan; R. C. deRosset; P. B. Eaton; Engineering Foundation; Miss E. E. Farrell; Mr. and Mrs. Henry Ford; Frontier Press Co.; General Education Board; Georgia Marble Co.; Good Housekeeping; Grady Bookbinding Co.; Grolier Society; Peter Guilday; Henry Guppy; Addison Hibbard; G. W. Hill; J. S. Hill; Hispanic Society of America; Miss M. M. Hoke; J. W. Howell; Indianapolis Chamber of Commerce; Investment Bankers Association; W. P. Jacocks; Japan Society; In Memory of Katherine Smith Johnston; Joint Committee on Methods of Preventing Delinquency; H. M. Jones; D. M. Keezer; Karl Kiesel; W. D. Kerr; Key Publishing Co.; Miss H. G. Kinscella; E. W. Knight; P. W. Lascheid; Law Review; Mrs. R. B. Lawson; League for Industrial Democracy; Mrs. L. R. Leonard; Leslie Woman Suffrage Commission; H. S. Lincoln, J. B. Lippincott Co.; Mrs. W. P. McCorkle; Iredell Meares; G. F. Miller; G. S. Miller; Modern Hospital Publishing Co.; Chicago Municipal Court; W. S. Myers; National Automobile Chamber of Commerce; National Aniline and Chemical Co.; National Committee on Cause and Cure of War; National Electric Light Association; National Geographic Society; National Foreign Trade Convention; National Research Council; New York City Board of Education; New York Public Library; New York Water Supply Board; New Zealand Census and Statistics Office; North Carolina Conference of the Methodist Protestant Church; North Carolina Road Association; North Carolina State Department of Public Instruction; Ohio State University Library; Enrique Olaya; Oregon Historical Society; Philadelphia General Hospital; Henry Phipps Institutes; Gifford Pinchot; W. W. Pierson; Leonidas Polk Chapter, U. D. C.; L. F. Post; G. W. Pressly; Prison Association of New York; Miss L. E. Prudden; Rand, McNally; Miss Nellie Roberson; Z. A. Rochelle; Rockefeller Institute for Medical Research; C. G. Rose; Miss A. S. Roughton; Royal Baking Powder Co.; J. F. Royster; Miss M. L. Rutherford; Miss H. A. Sawyer; School of Hygiene and Public Health; Henry Schroeder; Scott, Foresman & Co.; T. H. Shastid; Stanford University Press; J. F. Stevens;

P. W. Terry; United Shoe Corporation; R. A. and Mrs. Burges Urquhart; N. W. Walker; Mrs. J. C. Watson; A. S. Wheeler; H. W. Wilson Co.; R. W. Winston; University of Wisconsin Library; Wisconsin State Historical Society; P. J. Weaver; Lionel Weil; Wesleyan University; Casey Wood; Mrs. J. C. Wyman.

Donors, North Carolina Collection

Miss Julia Alexander; J. E. Allen; A. B. Andrews; Asheville Chamber of Commerce; J. O. Atkinson; Mrs. P. A. Barr; Mrs. S. W. Battle; Mr. and Mrs. Jerome Baulding; J. W. Beeson; J. M. Booker; W. E. Bird; Walter Bulloch; G. C. Bush; Tait Butler; Caldwell and Co., Nashville, Tenn.; J. B. Cheshire; Miss Gertrude S. Carraway; Chi Phi Fraternity; Chimney Rock Mountains, Inc.; R. E. Coker; W. C. Coker; Commission on Interracial Coöperation; C. M. Compher; C. L. Coon; J. N. Couch; W. P. M. Currie; W. H. Davenport; Davidson College Library; D. P. Dellinger; Stone Devours; Richard Dillard; V. L. Edwards; E. McK. Goodwin; J. G. Garth; T. McM. Grant; Paul Green; City of Greensboro; J. G. Gregory; E. W. Gudger; Mrs. W. A. Harper; Sylvester Hassell; M. D. Haywood; Mrs. J. E. Heinzerling; Addison Hibbard; John Sprunt Hill; Mrs. L. L. Hobbs; George E. Hood; F. W. Hoffer; H. H. Horne; Miss Edith Johnson; H. M. Jones; J. W. Jones; T. D. Kitchin; E. W. Knight; J. T. Krumpelmann; B. R. Lacy; J. C. Leonard; J. H. LeRoy; R. B. Lineberry; H. M. London; A. W. McAlister; W. P. McCorkle; Mrs. W. P. McCorkle; Mrs. Alice McFarland; Vance McGhinnis; C. E. Maddry; B. H. Mebane; D. V. Meekins; J. V. B. Metts; Miller Press, Asheville, N. C.; J. L. Morgan; Frank Nash; E. R. Nelson; I. T. Newton; F. A. Olds; G. G. Page; Mrs. W. D. Pemberton; Clarence Poe; W. R. Powell; J. H. Pratt; Mrs. E. J. Y. Preyer; E. R. Rankin; Mrs. W. N. Reynolds; W. J. Roach; Miss Nellie Roberson; Miss Nellie M. Rowe; H. A. Royster; W. O. Saunders; Thorndike Saville; Mrs. David H. Scott; J. W. Seabrook; W. L. Sherrill; Seeman Printery; F. I. Smith; S. J. Smith; Yates Snowden; Southern Railway; Mrs. W. O. Spencer; B. M. Spilman; C. M. Stedman; E. H. Stillwell; V. M. Stonebanks; U. E. Swann; P. W. Terry; C. W. Tillett; O. E. Todd; W. T. Totten; M. R. Trabue; U. S. Catholic Historical Society; U. S. Investor; University of North Carolina Press; Mrs. C. L. Van Noppen; Wake County Chapter, American Red Cross; C. C. Ware; M. A. Warren; A. S. Wheeler; N. I. White; W. T. Whitsett; C. T. Woollen.

Respectfully submitted,

L. R. WILSON, Librarian.

Exhibit F

Budget

Library, University of North Carolina

1927-1928

Personal services	$50,498.40
Supplies and materials	2,750.00
Postage, telephone, telegraph, freight, express, etc.	775.00
Travel	450.00
Printing, stationery, mimeographing, etc.	975.00
Repairs (equipment)	75.00
General	50.00
Equipment replacements (including books, periodicals, bindings), publications, transportation charged to books	33,583.46
Equipment (new)	12,690.73
Total	$101,847.59

Exhibit G

THE UNIVERSITY OF NORTH CAROLINA SUMMER SCHOOL

COURSES IN LIBRARY SCIENCE

FIRST TERM—JUNE 14-JULY 24
SECOND TERM—JULY 25-AUGUST 31

CHAPEL HILL
THE UNIVERSITY OF NORTH CAROLINA PRESS
1928

OFFICERS OF ADMINISTRATION

HARRY WOODBURN CHASE, Ph.D., *President of the University.*

NATHAN WILSON WALKER, A.B., Ed.M., *Director of the Summer School and Acting Dean of the School of Education.*

LOUIS ROUND WILSON, Ph.D., *Librarian and Director of the Courses in Library Science.*

JAMES FINCH ROYSTER, Ph.D., *Dean of the Graduate School.*

ADDISON HIBBARD, A.M., *Dean of the College of Liberal Arts.*

THOMAS JAMES WILSON, JR., Ph.D., *Registrar.*

CHARLES THOMAS WOOLLEN, *Business Manager.*

MRS. A. C. PICKARD, *Secretary of the Summer School.*

OFFICERS OF INSTRUCTION

LOUIS ROUND WILSON, Ph.D., *Librarian and Director of the Courses in Library Science.*

CHARLES MELVILLE BAKER, A.M., B.L.S., *Assistant Librarian and Professor of Library Administration.* Library Organization and Methods and Reference and Bibliography.

ELIZABETH HARDY THOMPSON, A.B., B.L.S., *In Charge of Catalogue Department.* Cataloguing and Classification.

NORA BEUST, A.B., *Librarian, School of Education; Specialist in Children's Libraries and Literature.* Children's Literature and Book Selection.

MARY FLOURNOY, *Field Organizer, North Carolina Library Commission.*

CALENDAR

First Term

June 14, *Thursday*—Registration Day. (Extra fee of $2.50 for late registration).

June 15, *Friday*—Instruction begins in all departments at 8:00 a.m.

June 16, *Saturday*—Regular classes in all departments.

June 18, *Tuesday*—Registration for credit closes at 5:00 p. m.

July 4, *Wednesday*—Holiday. Patriotic Exercises, Memorial Hall, 10:30 a. m.

July 23-24, *Monday and Tuesday*—Examinations.

Second Term

July 25, *Wednesday*—Registration of new students. (Extra fee of $2.50 for late registration).

July 26, *Thursday*—Instruction begins in all departments at 8:00 a. m.

July 28, *Saturday*—Regular classes in all departments.

July 31, *Tuesday*—Registration for credit closes at 5:00 p. m.

August 29, *Wednesday*—Class instruction ends at 6:00 p. m.

August 30-31, *Thursday and Friday*—Final examinations.

COURSES OF INSTRUCTION

As a part of the Summer Session of the University of North Carolina, courses will be offered in Library Science by a special staff of instructors from the University library and other libraries. During the first term, June 14-July 24, five courses will be given as described below. During the second term, July 25-August 31, courses 4 and 5 will be repeated. These courses are not offered as a substitute for a full year library course, but are intended to be of value to librarians of high schools and small public libraries, library assistants, and to teachers and college students who wish to have an elementary knowledge of library procedure which will enable them to make a more intelligent use of books and library materials.

DESCRIPTION OF COURSES

s 1. LIBRARY ORGANIZATION AND METHODS.

Credit ½ course. C. I, II. Five hours a week. First term. 9 a. m. An elementary course in the organization and management of school and public libraries. Technical lectures on the care of books, accession records, charging systems, binding and book mending, care of periodicals and pamphlets, library planning and furniture. Also lectures on the relation of the school librarian to the teachers and pupils. Assigned readings. Mr. Baker.

s 2. CLASSIFICATION AND CATALOGUING.

Credit ½ course. C. I, II. Five hours a week. First term. 8 a. m. A course devoted to the study of the principles of classification and cataloguing and their application in the administration of school and public libraries. Lectures, assigned readings, and text books, with required practice in the University library. Miss Thompson.

s 3. REFERENCE AND BIBLIOGRAPHY.

Credit ½ course. C. or G. I, II. Five hours a week. First term. 11:30 a. m.

A course for college students, teachers, and librarians on the use of books. Instruction is given as to the kind of information specific reference books, dictionaries, and encyclopedias contain. Special emphasis is laid on methods of assisting others to find material in school and public libraries for school use. Practice with the reference books of the University library and the preparation of an extensive bibliography on some subject to be assigned will be required. Lectures and problems. Mr. Baker.

s 4. CHILDREN'S LITERATURE.

Credit ½ course. C. I, II. Five hours a week. Each term. 12:30 p. m. The aim of the course is to teach the student to understand the varying appeal books make to children and to select them with consideration for the different age groups and differing reading backgrounds. The importance of myths, legends, and fairy tales will be indicated and attention will be paid to the writing of booknotes on various types of children's books. Miss Beust.

s 5. BOOK SELECTION AND ALLIED SUBJECTS.

Credit ½ course. C. I, II. Five hours a week. Each term. 10:00 a. m. The object of this course is to cultivate the ability to select the literature best adapted to high school and public libraries. The work consists of reading and reviewing selected books; practice in the writing of booknotes; the study of the principal aids to book selection; the checking of current booklists; discussion of American publishers; and the study of the best methods of ordering and of keeping office records. Miss Beust.

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FACILITIES

The libraries of the University number 185,000 volumes, and 2,400 periodicals are regularly received. Illustrative material is provided for the work of every course and the co-operation of the North Carolina Library Commission is given through the loan of special materials for high school libraries and through the personal visitation of its field organizer.

ADMISSION AND CREDIT

These courses are open to the following groups: (1) Librarians of school or small public libraries, library assistants, or those who are under appointment to such positions; (2) teachers who wish to raise the value of their state certificates; (3) juniors and seniors in the College of Liberal Arts and the School of Education; and (5) graduate students (course S 3 only). Applicants from groups 1 and 2 must be graduates of approved high schools and their previous training and experience must be such as, in the judgment of the Director of the course, will enable them to pursue the courses with profit. The courses, when satisfactorily completed by such students, lead to credit on state certificates. The courses, when satisfactorily completed by juniors and seniors in the College of Liberal Arts and the School of Education, are credited towards the A.B. degree. Course S 3 may be taken by graduate students upon the approval of their major professors, and credited towards the A.M. degree.

BOARD, FEES, AND TUITION

Table board at Swain Hall for one term	$35.00
Room in the University dormitory for one term	7.50
Registration fee (on regular registration days)	15.00
Tuition fee (registration limited to 3 courses)	12.50
Total (for those who are not teachers)	$70.00
Exemption for teachers (registration limited to 3 courses)	12.50
Total for teachers (registration limited to 3 courses)	$57.50

A laundry fee of $6.00 will be charged all registrants at the time of registration.

Reservation for room in University dormitory should be made in advance, accompanied by a check for $7.50.

Reduced railroad rates on the round trip certification plan have been authorized from all stations in North Carolina, South Carolina, and Virginia, except those on the Richmond, Fredericksburg and Potomac Railroad, and Winston-Salem Southbound Railway, also from Augusta, Georgia, and Washington, D. C.

For further information address

L. R. WILSON, Librarian,
University of North Carolina,
Chapel Hill, N. C.

Exhibit H

State of North Carolina
Superintendent of Public Instruction
Raleigh

April 7, 1928

Dr. L.R. Wilson,
University of North Carolina,
Chapel Hill, N.C.

Dear Dr. Wilson:

I learn from your letter of April 5th that you are making application to the General Education Board for a grant to establish a library school for the training of school, public, college, and university librarians. I very much hope that you will be successful in this effort because, in my judgment, we need such an institution in North Carolina at this time. It is very difficult to get the library service we need in the schools by our people who are trained as librarians and nothing else; that is, the majority of school librarians will be part-time librarians and must teach one or more subjects at the time they are operating the library. That makes it very necessary, therefore, that the library school be located somewhere in connection with an institution that is training teachers.

Of course, there will also be a large field for training whole-time librarians in this same institution. We have come to look upon the library as one of the essential parts of a school system in a city or in a big consolidation. We have been making efforts to get elementary school libraries established as well as high school libraries, and one of the troubles in getting this work done is to find someone connected with the school who understands the operation of a library. This school, then, in my judgment, at this time could be of great service to the public schools of the State by giving training to a number of people who would be either whole-time or part-time librarians in the public schools of the State. I, therefore, see a great field of service that you could render in a school of this kind and I hope the General Education Board will see its way clear to start you to work in this field.

With sincerest good wishes, I am

Very truly yours,

A.T. Allen

A.T. Allen
State Superintendent Public Instruction

STATE OF NORTH CAROLINA

LIBRARY COMMISSION

RALEIGH

Mrs. Lillian B. Griggs,
Secretary and Director

April 9,1928.

Dr. L. R. Wilson, Librarian,
University of North Carolina Library,
Chapel Hill, N.C.

My dear Dr. Wilson:-

The proposal by the University of North Carolina to establish a library school for the training of public school and college librarians is a matter of keen interest to the Library Commission.

Libraries of all types are being rapidly established in the South and there is consequently an increased demand for trained librarians . As it is we have only one library school in the South, the one in Atlanta and if one should be established at the University it would not only enlarge the opportunities for library training in the South but would add dignity and prestige to a profession that is little understood.

I know that for many years you have been hoping to have such a school at the University and I would like very much to see your ambition realized.

Sincerely yours,

Lillian B. Griggs

Secretary and Director

LBG:EP

OFFICE OF

BOARD OF EDUCATION

WALKER AND HAYNES STS.

ATLANTA, GA.

April 6, 1928.

Mr. L. R. Wilson, Librarian,
University of North Carolina,
Chapel Hill, N. C.

Dear Sir:

I shall be glad to have you send a copy of your summer announcement concerning Courses in Library Science to the following High School Librarians:

Margaret Matthews	Hoke Smith Junior High
Mrs. W.G.Bowen	Joe Brown Junior High
Laurie Massey	Bass Junior High
Altha Mewbourne	O'Keefe Junior High
Mrs. Grace Peeples	Girl's High School.
Julia McCullough	Commercial High School.

Thanking you, we are

Yours very truly,

H. REID HUNTER,
Superintendent,
In Charge High Schools.

HRH/abr.

BOARD
MISS EVELYN HAMBLEN
CHAIRMAN
N. J. ADAMS
WARREN W. ERWIN

ROB'T B. MESERVE
SUPT. AND SECTY.

SCHOOL BOARD MEETS FIRST TUESDAY IN EACH MONTH

OFFICE OF
THE BOARD OF PUBLIC INSTRUCTION
ST. JOHNS COUNTY, FLORIDA

[redacted]

Hastings, Fla.
Marr 30, 1928.

Mr. L. R. Wilson, Librarian,
University of North Carolina
Chapel Hill, North Carolina

Dear Sir:

I am very much interested in the circular descriptive of courses in Library Science to be offered in the coming summer session. I have two teachers whom I should like to take some of these courses in preparation for school part-time librarianship.

If there are any special conditions necessary to be met for admission to these courses please send me full information.

The teachers I have in mind have slightly more than sophomore standing in college credits and have each had a number of years experience in elementary and high-school teaching.

Thanking you for your courtesy, I am,

Yours very truly,

Frank B. Lindsay

FBL:T

Ans 4-2-1928

TRUSTEES:
CHAS. S. WALLACE, CHAIRMAN
ALVAH H. HAMILTON, SECRETARY
D. M. WEBB
E. A. COUNCIL
DR. S. F. ROYAL
MRS. D. G. BELL

Morehead City Graded Schools

H. L. JOSLYN, SUPERINTENDENT
Morehead City, N. C.

ACCREDITED HIGH SCHOOL
DEPARTMENT

April 6th, 1928.

Dr. L. R. Wilson,
Librarian, University of North Carolina,
Chapel Hill, N. C.

Dear Sir:-

We are interested in meeting library requirements as a member of the Association of Colleges and Secondary Schools of the Southern States. We have this year a teacher librarian handling the library as extra work. Next year it is my hope to have a half time librarian on the job. With that in mind I am writing for information concerning one of our high school graduates attending summer school for library work. The young lady I have in mind leads her class and has proven herself a splendid all round student. Where she to attend both sessions of your summer school this year what certificate as a librarian could she secure? In the event that she was to follow this procedure for the two following summers would she qualify as librarian having one year training in library science, and at that time what would be her rating and about what salary would such a person receive from the small size high schools?

I will appreciate any information you can give me concerning this.

Yours very truly,

H. L. Joslyn

Supt. Morehead City Graded Schools.

HLJ:H

LIBRARY SCHOOL
CARNEGIE LIBRARY OF ATLANTA
AFFILIATED WITH EMORY UNIVERSITY
ATLANTA, GEORGIA

TOMMIE DORA BARKER
DIRECTOR

MRS. WINIFRED LEMON DAVIS
PRINCIPAL

APRIL
11
1928

Dr. Louis R. Wilson, Librarian
University of North Carolina
Chapel Hill, North Carolina

My dear Dr. Wilson:

I am very much interested in your plans for a library school at the University of North Carolina. With the new standards going into effect for high school librarians it makes the need urgent for additional training facilities, and I think of equal importance is the matter of the auspices under which this training is offered. It should be given at institutions of recognized standing and of recognized fitness for offering professional education, and, if such an institution as the University of North Carolina establishes a library school, it will help enormously in getting professional training for librarianship properly placed in the educational organization of our several states. And I think this a very important consideration in its bearing on the future of education for library work especially in the South just at this time when this demand for high school librarians will seem so urgent that I am afraid there may be some ill-advised efforts to provide training that may injure rather than help the situation.

We undoubtedly are entering upon a period of unusual library activity in the south and now is the time for us to set the proper standards of library training and of library service, and this can best be accomplished by establishing training centers, adequately financed, under the auspices of insitutions engaged in other forms of professional education, such as law, education, medicine, etc. It will tend to assure the quality of the training given and will properly place training for library work.

I hope your plans will go through, and I shall be glad to be kept informed of developments.

Sincerely yours
Tommie Dora Barker

President, Southeastern Library Association

TDB/MC

NC-81.2

SCHOOL OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, N. C.

F. P. B. APR 26 1928
FILING DEPT.

April 25,1928

Dr. Frank P. Bachman
The General Education Board
62 Broadway
New York

My dear Dr. Bachman:

I am taking the liberty of addressing to you this brief communication in support of the University's application to The General Education Board for an appropriation for a Library School. There are three points, it seems to me, that should be borne in mind when this matter comes up for consideration. These are:

1. How a Library School here would fit in with our plans for the development of the School of Education.
2. The significance of the recent action of the Association of Colleges and Secondary Schools respecting the improvement of library facilities in schools accredited by the Association.
3. Wilson's leadership in library work in the South and his relation to the program of library development.

I shall not attempt to discuss these items at length, though I will add a few words about each.

For many years now we have been offering in our Summer School a few courses in Library Science. Many of those who have come here for these courses have been class-room teachers who served also as librarians in their local schools and who felt the need of some acquaintance with library science. There have been some full-time librarians who have taken our summer courses and who have been helped by them. But a more important consideration is the fact that every year we have scores of inquiries from young people who want to take up library work and who write to ascertain whether we are offering a full curriculum for the training of librarians. We have to tell them "no" and advise them to go elsewhere. The impressive fact is that here is an important field that we are practically neglecting, and it is a field which the South rather generally feels, I think, that our institution should enter. I believe this institution is held in sufficiently high esteem for the South to be willing to look to it for competent leadership in whatever fields it enters. This, as I see it, would guarantee the success of a Library School at the University of North Carolina.

In the expansion of the School of Education, which is sure to come within the next few years, provision for the training of school librarians, or teacher-librarians for the smaller high schools, will have to be made, or else we shall lose an opportunity to perform a distinctly valuable service in the field of secondary education.

The recent action of the Association of Colleges and Secondary Schools in adopting requirements looking to the improvement of library facilities in accredited schools and in setting up standards for the organization and administration of school libraries, is sure to give impetus to the development of school libraries throughout the southern states. The need for an adequate library school in this section is clear and definite. The high schools are going to be calling for trained librarians, and we should be prepared to meet this demand.

Wilson's leadership in library work in the South is, I think, unquestioned. Because of his leadership and his competence, and because of the part he has played in stimulating a livelier interest in library work and in better library facilities for this section of the county, it is clear enough to me that he is the man who could head up such a school and make it a going concern from the start. He is the man who convinced the Association of Colleges and Secondary Schools of the wisdom of requiring improved library facilities in schools accredited by the Association. I should like to see him given an opportunity to develop here the sort of library school for which he has worked so diligently and so intelligently. I know he would make of it a successful enterprise that would have profound influence on the educational development of this section.

Sincerely yours,

H. W. Odum

SCHOOL OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, N.C.

NC-81.2

F.P.B. APR 30 1928
FILING DEPT.

April 28,1928

Dr. F.P.Bachman,
General Education Board,
61 Broadway,
New York City

My dear Dr. Bachman:

I am greatly interested in the proposal now before you for the establishment of a Library School here. In addition to your first-hand information of conditions and needs in the Southern States, I presume you also have other information and a complete statement of the proposal concerning the establishment, the equipment, and the maintenance of such a School. I am merely writing to express my deep interest in the project and the hope that it can be undertaken.

I believe that the next step in the educational and cultural development of this section must be taken in this direction. You are as familiar as those of us on the ground with the present lack of library facilities. A Library School is essential to the development of libraries. I believe the University of North Carolina understands more thoroughly than any other institution in this section of the country the conditions and the needs and how those needs can best be met. It now has the best organized library group, the best library of any Southern institution, and the clearest perspective of the library problem.

Dr. Wilson, our librarian, knows the field better than any other man in the South. For three years he has been on the Board of Education for Libraries of the American Library Association, which has visited all the Library Schools of the country, and he has rendered a high order of service through the Association in helping to set up standard curricula and to accredit Library Schools. In this service Dr. Wilson has seen the need and the opportunity. His proposal appears to me to be a real one and calls for a real program. It has nothing of the artificial about it. The proposal grows out of a real condition that should be met in a real way.

You probably know also that Dr. Wilson's prominence in this work and his fitness for it led the Graduate Faculty of the University of Chicago to seek him to take charge of the Graduate Library School made possible two years ago by a grant from the Carnegie Corporation. Whatever may have been the other reasons which led him to decline the opportunity in Chicago, I am convinced that his desire to have part in the movement now proposed saved him to the University of North Carolina and the South. He has served as President of the Southeastern Library Association, has been identified with the Southern Association of Colleges and Secondary Schools, and

knows the Southern scene well. His success commends him to full confidence not only of all of us here locally but of the State and of the entire Southern area. Here the School of Education and the Graduate School and other divisions of the University are greatly interested in the success of the proposal for a Library School. I desire to lay these facts before you, hence this rather lengthy letter.

With all good wishes, I am

Very sincerely yours,

Edgar W. Knight

K:h

Edgar W. Knight

NC-812

April 30, 1928

My dear Doctor Knight:

I thank you very much for your letter of April 28th. Doctor Chase was in the office Friday, and I told him we would have to look into the implications of establishing a library school at the University of North Carolina before we could come to any final decision. In studying this problem, probably in the fall, I shall certainly keep in mind what you have said.

Sincerely yours,

FRANK P. BACHMAN

Doctor Edgar W. Knight
The University of North Carolina
Chapel Hill, North Carolina

FPB:T

NC-81.2

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State of North Carolina
Superintendent of Public Instruction
Raleigh

April 26, 1928.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Dr. Bachman:-

Dr. L. R. Wilson, Librarian at the University of North Carolina has always taken a lively interest in the development of libraries in our high schools. He has cooperated in every possible way and has discussed the library situation with members of the State Department from time to time.

For some time Dr. Wilson has been offering courses in library work in the Summer School at the University of North Carolina. He is very anxious to put in a comprehensive course for the training of librarians. It seems to me that there is real need for such training facilities in this State. As you perhaps know the Association of Colleges and Secondary Schools of the Southern States adopted standards for libraries at the Jacksonville meeting. These standards require the employment of whole time, or part time, trained librarians by 1929-30. At the present time there are 83 North Carolina high schools which are members of the Southern Association. These schools, at least, will be under the necessity of securing people who have had library training. There ought to be at least 100 high schools which can qualify for membership in the Southern Association and which, quite likely, will secure such membership.

As an evidence of the need for library training and for trained librarians let me say that we would have employed a librarian for the Raleigh High School last fall if we could have found a person who was trained and available at the time.

We shall place more and more emphasis upon the library in our high schools which means that we shall need an increasingly large number of trained persons. I believe that a library school at the University of North Carolina could render a worth while and much needed service in the preparation of librarians for the schools of the State.

Any assistance or cooperation which you can give in this enterprise will be warmly appreciated by all of us who are interested in the development of pur schools.

With all good wishes, I am,

Cordially yours,

J. Henry Highsmith

JHH:R

J. Henry Highsmith
Director Division School Inspection.

NC-812

April 30, 1928

My dear Highsmith

This is in reply to your letter of April 26th. We are giving careful consideration to the request of President Chase and Doctor Wilson. However, we find the problem rather complicated, and no decision will be arrived at at present.

With kindest regards,

Sincerely yours,

FRANK P. BACHMAN

Doctor J. Henry Highsmith
State Department of Education
Raleigh, North Carolina

FPB:T

May, 1928

NC-81.2

Memorandum re Libraries in Southern States

The officers of the General Education Board are in receipt of a request, from President H. W. Chase of the University of North Carolina, for aid in establishing a library school at the University of North Carolina. The total amount requested is $146,500, to be allocated over a period of seven years, $11,500 for the first year, and $22,500 for each of the remaining six years.

The South is backward in library facilities. The average per capita expenditure for public libraries in the United States is 33 cents, for the South 6.4 cents. The average per capita circulation of books in public libraries for the United States is 2.13, for the South .46. The average number of inhabitants per volume in college and university libraries in the United States is 3.2, for the South 6.7.

The South not only lacks library resources but it also lacks facilities for training librarians. Of the 21 accredited library schools of the United States, only 2 are located in the South; one for Whites in Atlanta and one for Negroes at Hampton. This single school for Whites was supplemented in 1927 by summer library schools at the Universities of North Carolina, Georgia, and Louisiana. The present enrollment at Atlanta is 16; the enrollment of southern students in northern and western library schools is 36. Of the 16 enrolled in Atlanta and of the 36 enrolled elsewhere, 14 are from North Carolina.

There are signs, however, of an awakening interest in libraries. Alabama has recently increased its State appropriations for school libraries from $6,700 to $25,000; North Carolina from $7,500 to $10,000; South Carolina has recently provided for a county system of libraries; so also have Louisiana and

Arkansas. At the present time there are some 34 counties of the South which provide a certain degree of county wide library service. The Southern Association of Colleges and Secondary Schools proposes after 1931 to require all accredited high schools having an enrollment of 200 and more to have a full-time librarian. Notable library buildings have been erected recently at Emory University, Duke University, the Universities of Louisiana, North Carolina, and Florida, and new public libraries are being built in Birmingham and Baltimore.

As stated above, the only school for libraries for Whites in the southern states is the library school of the Carnegie Library of Atlanta. While this school is maintained as part of the Carnegie Library, it has recently been affiliated with Emory University. In the North, there is one accredited library school for each 4,000,000 of the population. On the same basis there would be required 6 library schools to serve the White population of the South.

The need and importance of libraries and well-trained librarians is obvious, and, if the South is to be provided with 6 library schools for Whites, the State University of North Carolina would seem to be an excellent location for one of them. The question, however, to be decided by the officers of the Board is whether the General Education Board should enter this important field, particularly since the development of library schools has been a primary interest of the Carnegie Corporation. Consideration should also be given to the question: whether the General Education Board should undertake through financial aid to encourage State Departments of Education to employ supervisors of public school libraries.

The following quotation from a letter of Mr. Wilson to Mr. Jackson Davis sets forth the probable attitude of the Carnegie Corporation toward the development of a library school at the University of North Carolina.

> "I had a long talk with Dr. Keppel on Monday of this week in New York in which he said that he hesitated to take any action, but if an inquiry were made, he would be glad to answer it showing his interest. I think he would undertake to go so far as to act as junior partner in a cooperative program. His only reason for not saying that definitely is that his trustees more or less definitely committed themselves to a ten-year program three years ago and he does not know whether or not he could successfully get them to reopen it.
>
> In our conversation on Monday he indicated the probability that they will give me from fifteen to twenty-five thousand dollars for our bibliographical collection because that aids scholarly investigation, and he indicated, as I have already said, his very great interest in our library school and his willingness, provided his trustees did not balk at the reopening of that phase of assistance, to be junior partner with the General Education Board up to, say, twenty-five thousand dollars on this particular proposal."

T. P. B. MAY 16 1928
FILING DEPT.

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NC-812

CARNEGIE CORPORATION
OF NEW YORK
522 FIFTH AVENUE
NEW YORK

OFFICE OF THE PRESIDENT

May 15, 1928.

Mr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City.

My dear Mr. Bachman:

Your kind letter of the 14th is received during Mr. Keppel's absence from New York. As he will not return until next week, it will not be possible for him to accept the invitation to lunch with you and Mr. Thorkelson tomorrow. I shall bring your letter to Mr. Keppel's attention when he returns.

Sincerely yours,

Hanna M. Hurdus.

Secretary to Mr. Keppel.

hmh

NC-81.2

May 14, 1928

Dear Doctor Keppel:

We are in receipt of a letter from President Chase, of the University of North Carolina, asking temporary assistance in the establishment of a library school at that institution. We are interested in this proposal but, as you well know, it lies outside of our field. Knowing of the interest of your Board in library work, I am wondering if you would be good enough to come down to our Board rooms and have luncheon with Mr. Thorkelson and me on Wednesday, May 16, at 12:30, in order that we may talk over this request together.

Sincerely yours,

FRANK P. BACHMAN

Doctor Frederick P. Keppel
The Carnegie Corporation
522 Fifth Avenue
New York City

FPB:ARD

A | W.R. | MAY 17 1928 | W.R. @ | 5/17/28
FILING DEPT.

RURAL SOCIAL-ECONOMICS
E. C. BRANSON
S. H. HOBBS, JR.
PAUL W. WAGER
MISS H. R. SMEDES,
LIBRARIAN
MISS ISABEL WINSLETTE,
SECRETARY

The University of North Carolina
Chapel Hill, N. C.

M.D.B. Notes M.D.B.

May 16, 1928.

NC-81.2

Dr. Wickliffe Rose, President,
General Education Board,
#61 Broadway,
New York City.

My dear Dr. Rose:

see original attached to letter dated 4/4-8

I have on my desk a document that probably you have already seen. If not, I sincerely hope that you may have time or take time to read it. I enclose it herewith. I had intended to brief it for you, but I find it impossible to re-state it in fewer words than Dr. L. R. Wilson has done.

May I say that Dr. Wilson, more than all the rest of us put together here, is to be credited with the latter day development of the University of North Carolina--with the developing plans of our Extension Division with all its varieties of state-wide services; with the development of our library resources and its facilities; with a pre-visioning of the whole library situation in the South, the importance of which is beyond debate.

It is his belief that the whole South needs an immense quickening in this matter of library resources and service facilities, which of course is directly related to a modern library school.

With all good wishes, I am,

Faithfully yours,

E. C. Branson

E. C. Branson

ECB:IW

Library School

NC-81.2

May 17, 1928

Dear Doctor Branson:

Your letter of May 15 and the accompanying document are at hand. A copy of Doctor Wilson's memorandum had already come to us; the suggestions contained will have consideration by the officers of the Board.

I assume that you will understand that library development lies somewhat outside the present field of the General Education Board's activities. It is the kind of thing we have never done up to the present time. However, the matter will be considered on its merits.

With kind personal regards,

Very sincerely yours,

WICKLIFFE ROSE

Doctor E. C. Branson
The University of North Carolina
Chapel Hill
North Carolina

WR:LWA

NC-81.2

May 31, 1928

Dear President Chase:

The officers of the General Education Board have considered carefully the request contained in your letter of April 14, 1928, for $146,500 for the support of a library school at the University.

The officers appreciate fully the backward condition of library facilities in the South and the importance of improving these facilities. The General Education Board, as you know, has never been in the library field. This has been a field which the Carnegie Corporation has preempted and made distinctively its own. For this reason, the General Education Board declines to enter this field. Moreover, we are convinced that the Carnegie Corporation has the situation clearly in mind and will reenter this field within a very short period of years.

Sincerely yours,

FRANK P. BACHMAN

President H. W. Chase
University of North Carolina
Chapel Hill, North Carolina

FPB:ARD

W.W.B. JUL 19 1929 MnB
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THE LIBRARY
LOUIS R. WILSON, LIBRARIAN
TA
RTS

NC 81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

July 13, 1929

Mr. Trevor Arnett
General Education Board
61 Broadway
New York City

Dear Mr. Arnett:

I am sending you under separate cover a booklet descriptive of the new library of the University of North Carolina and the plans which we have for its development.

It has been a growing conviction with a number of us that if the University is to maintain its distinctive place of leadership among Southern universities it must give unusual consideration to the strength of its library. If the resources of the library can be substantially increased, if adequate salaries can be provided for a number of distinguished men in the faculty, and if more scholarships and fellowships can be provided which will insure the presence on the campus of unusually able students, there is every reason to believe that the future of the University as an outstanding institution will be secured.

You will be interested to know that recent gifts or promises of gifts to the library include the following: $30,000 from the Hanes family of Winston-Salem, N.C., for the establishment of a collection of materials dealing with the history of manuscripts and printing, with numerous examples of manuscripts and printing of books since the beginning of printing about 1450; gifts of $5000 and $6000 each from two alumni for the North Carolina Collection; a grant of $100,000 from the Carnegie Corporation for the establishment of a department or school of library science; the gift of the private library of Professor Franklin H. Giddings of Columbia University in the field of sociology; the gift of the letters, papers, books, and pamphlets of the late Bennehan Cameron; and numerous gifts of materials from Virginia, North Carolina, and other Southern families for the Southern Collection.

Trusting that you may find time to read the pamphlet carefully, I am, with many good wishes,

Sincerely,

L. R. Wilson
Librarian.